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ABSTRACT

Designed to help classroom teachers implement the "Alabama Course of Study: Language Arts," this curriculum guide for grades 4-6 is in three major sections. The first section is a table of contents that lists desired student outcomes under each of the major strands mandated by the course of study (listening, speaking, reading, and writing) and lists page numbers after each outcome to direct the teacher to classroom activities that address the specific outcome. The second and largest section of the guide consists of classroom activities, divided among the four strands. Each strand is subdivided into skills areas in which the specific student outcomes are placed. The activities are preceded by student outcome statements and notes for the teacher that convey information important for effectively implementing the activities. The third section is referred to as the "Original Sources and Student Outcomes" portion of the guide. It summarizes the relationship of student outcomes to the original sources from which the outcomes were taken (the Alabama Course of Study, the Stanford Achievement Tests, and the Alabama Basic Competency Tests), and will serve as a reference for local school systems that wish to trace the source of each outcome. The guide is intended to be supplemental in nature, supplementing textbook materials and complementing locally developed curriculum materials. (SR)

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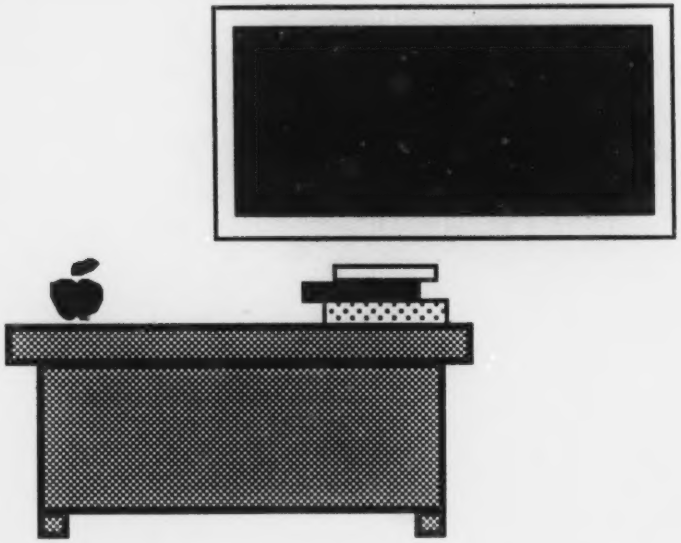

CURRICULUM
GUIDE
Grades 4-6

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Bulletin 1989, No. 41

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LANGUAGE ARTS

CURRICULUM GUIDE

Grades 4-6

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FOREWORD

This Language Arts Curriculum Guide: Grades 4-6 is designed to help classroom teachers implement the Alabama Course of Study: Language Arts (Bulletin 1987, No. 57). The guide clearly states what students should learn (student outcomes) in language arts in grades 4-6. These outcomes appear in the Table of Contents. The majority of the material, however, consists of classroom activities that lead students to the desired outcomes. The curriculum guide, then, specifies what to teach as well as ways to teach it.

The Language Arts Curriculum Guide: Grades 4-6 is supplemental in nature. It will supplement material found in textbooks and complement locally developed skills continuums, scope and sequence materials, and/or curriculum guides. The Language Arts Curriculum Guide: Grades 4-6 can be used by local education agencies (LEAs) that have no locally prepared guide, or it can serve as a basis for the development of a local guide. In either case, the involvement of local educators in the development of curricula is valued and encouraged. It is hoped that this guide will initiate local expansion activities such as specifying which outcomes receive emphasis in grades four, five, and six; assigning activities to the grade level to which they are most appropriate; and writing additional activities in specific areas of identified weakness.

Wayne Teague

Wayne Teague
State Superintendent of Education

INTRODUCTION

The Language Arts Curriculum Guide: Grades 4-6 is one of a series of curriculum guides to be developed by the Alabama State Department of Education. It is part of a larger plan to provide LEAs with a curriculum guide in every subject area, K-12, immediately following the course of study adoption in the same subject area. The first phases of this ambitious project were the development of mathematics curriculum guides for grades K-12, social studies curriculum guides for grades K-12, and health curriculum guides for grades K-8 and the required one-half unit. The language arts guide for 4-6 is another step in the development of curriculum guides for language arts, K-12.

The Language Arts Curriculum Guide: Grades 4-6 consists of three distinct sections. The first section is the TABLE OF CONTENTS that lists what students should learn (student outcomes) in grades 4-6. After each outcome, a page number directs the teacher to classroom activities that address the specific outcome.

The second and largest section of the guide consists of classroom ACTIVITIES. Following the direction of the course of study, this section is divided into four strands: listening, speaking, reading, and writing. Each strand is subdivided into skill areas in which the specific student outcomes are placed. The activities are preceded by student outcomes and the Notes for the Teacher that convey information important for effectively implementing the activities.

The third section is referred to as the ORIGINAL SOURCES AND STUDENT OUTCOMES portion of the guide. It summarizes the relationship of student outcomes to the original sources from which the outcomes were taken. (The original sources for the Language Arts Curriculum Guide: Grades 4-6 outcomes were the Alabama Course of Study; the Stanford Achievement Tests, Seventh Edition; and the Alabama Basic Competency Tests, 1985 Copyright.) This section of the guide will serve as a reference for local school systems that wish to trace the source of each outcome.

ACKNOWLEDGEMENTS

The Curriculum Development Section, under the leadership of Katherine Mitchell, has the responsibility for coordinating the development of curriculum guides. From its beginning, however, curriculum guide development has been viewed as a cooperative effort between specialists in the Division of Student Instructional Services and selected classroom teachers from the public schools of Alabama.

Work on the Language Arts Curriculum Guide: Grades 4-6 started in March 1987 when Elizabeth Emens was selected as Project Director and the identification of student outcomes began. During July and August, five classroom teachers joined State Department of Education specialists in writing activities for teaching the identified outcomes. For fourteen days, a committee of teachers shared ideas and wrote activities. After the retirement of Elizabeth Emens in September 1987, Barbara Boland was named Project Director. During the next two years, State Department of Education specialists continued writing activities, editing drafts, reading activities for accuracy and clarity, and reviewing student outcomes. The Department secretaries displayed their usual proficiency and cheerful attitudes in the typing of numerous revisions and in the preparation of graphics. The contributions of the people listed below are greatly appreciated.

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STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 1. Repeat five or more items in correct sequence. (4,5,6)

NOTES FOR THE TEACHER

Activities 1 and 2 can be implemented in short time periods. Since listening skills are so important, these activities can be done several times a day as sponge activities.

ACTIVITY 1

Explain to the students that listening is a skill that can be improved by training and practicing. Emphasize that good listening, reading, and writing skills make school more interesting and enjoyable. Tell students this is an exercise that helps improve listening skills. Instruct them to listen carefully. State five or six numbers or words at the rate of one per second. Ask students to repeat the words or numbers in the exact order they are given. (For example, numbers could be 5-7-4-5-6. Words could be dog - elephant - fox - giraffe - horse.) Assure students that success comes with practice.

ACTIVITY 2

Tell students they are going to play a game called "I Am Going on a Vacation." Designate the order in which the game will progress around the room. Start the game by saying, "I am going on a vacation, and I am going to pack my camera." Direct the first student to say, "I am going on a vacation, and I am going to pack my camera and _____." Continue the game with each student, in turn, repeating all items previously stated and adding one new item.

VARIATION 1: Ask students to use words that follow alphabetical order.

VARIATION 2: Substitute a specific location for the word vacation; for example, Alaska, Paris, or Mexico.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOMES: 2. Extend length of attention span. (4,5,6)
14. Specify details correctly from spoken information. (4,5,6)

NOTES FOR THE TEACHER

Students are interested in events that are a part of their everyday lives, and they have little difficulty listening to information about a subject that really interests them. The activity below relates information about a local sports event and is designed to capture students' attention by allowing them to listen for specific facts about the event. Information of interest to students can be found in a variety of different resources, including the daily newspaper.

ACTIVITY

Select a report about a favorite sports event from a local newspaper. Before reading the news item to the class, have students tell what they know about the event. Ask students to listen for specific facts in the news story to determine if there is a difference between what they know about the game and the information given in the newspaper. Instruct students to listen for the following:

1. What was the sequence of the event?
2. Who were the players, and what were their specific roles?
3. What was the most important play of the game?
4. What words were used to describe the players or the action?
5. What was the final score?
6. What were the feelings of the writer?

Have students recount the elements of the news story. Using the title "To Make a Long Story Short," direct students to write a summary of the report, giving specific illustrations from the sports story.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 3. Discriminate between relevant and irrelevant spoken information. (4,5,6)

NOTES FOR THE TEACHER

Explain the difference between relevant and irrelevant information to students before doing the activity.

ACTIVITY 1

Select five students to be judges. Have students sit at the back of the room, out of sight of the other class members. On the board where all students can see it, write this sentence: It is dangerous to take medication that has been prescribed for another person. Explain to the students that for the next ten minutes the class is to discuss the information contained in the sentence. Tell them that the judges are to write down any irrelevant information that is given during the discussion period. Ask students to express opinions or give information by raising their hands and speaking clearly when recognized. Allow the discussion to proceed for the allotted time.

Ask each judge to write on the chalkboard any irrelevant information heard during the discussion. Discuss the judges' findings with the class.

ACTIVITY 2

Divide the students into three groups. Give each group a statement to defend, similar to the following:

Group A: Skating is better exercise than jogging.
Group B: Eating pizza will make you gain more weight than eating candy.
Group C: Eating hamburgers is better for your health than eating hot dogs.

ACTIVITY 2 (Continued)

Allow the groups ten minutes to discuss their positions. Ask each team to present relevant facts or arguments to support its statement. (Each relevant statement scores one point for the team. The team with the most points is declared the winner.)

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 4. Recognize and identify different viewpoints of a speaker. (5,6)

NOTES FOR THE TEACHER

Explain to students how people express different viewpoints or feelings by tone of voice and words they use in speaking.

ACTIVITY 1

Play the role of a parent looking at a report card a child has brought home. Direct students to listen to the tone of voice and the use of words and decide whether the parent is happy, disappointed, or angry about the grades on the report card.

Examples:

"I'm certain you must have been working very hard and this report card shows it." (Say in a very happy tone of voice.)

"After looking at this report card, I don't understand what you've been doing in your classes. I thought you would do better than this." (Say in a sad tone of voice.)

"I can't believe that you have these grades! Just what have you been doing at school?" (Say in an angry tone of voice.)

Discuss voice tones and choice of specific words with students.

ACTIVITY 2

Select three students to come to the front of the classroom. Give each student the same sentence, written on a piece of paper, with different directions to each student for the feeling to express as the sentence is read aloud to the class. Direct the class to listen as each sentence is read to determine the viewpoint of the speaker.

Example:

> "We are having pizza for lunch again today." (Say in disappointed, angry, and excited voices.)

Allow students to suggest other sentences.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION

OUTCOMES:
5. Follow a series of commands. (5)
18. Follow directions having four or more steps while engaged in physical movement. (4,5,6)

NOTES FOR THE TEACHER

Begin Activities 1 and 2 with two of the four-step directions. Move to three- and four-step directions as students become more proficient in following directions.

In Activity 3, combine physical movement with simple rhythmic or musical patterns. This offers students an enjoyable activity that should stimulate interest and promote participation. This activity combines the well-known round "Row, Row, Row Your Boat" with uncomplicated physical movements that encourage students to follow simple directions and recall the sequence of each step. This example may stimulate other ideas that are easy and fun.

ACTIVITY 1 - OUTCOMES 5 and 18

Give students a series of directions that are to be followed by using a sheet of paper and a pencil. Say each step only one time. Tell students that they are not to carry out the directions until they hear "Ready. Go."

DIRECTIONS:
1. Fold your paper into four equal parts.
2. Write your first and last names in the lower right-hand corner of the page.
3. Write the day of the week in the upper right-hand corner of the page.
4. Write your favorite food below the day of the week.

Review directions one step at a time, and allow students to check their papers for accuracy.

ACTIVITY 2 - OUTCOMES 5 and 18

Give a series of directions that require movement. Remind students that they are not to make any movement until they hear "Ready. Go."

DIRECTIONS:
1. Place your right hand on your forehead.
2. Place your left hand behind your back.
3. Take three steps forward.
4. Turn around one time.

Review the directions to determine which students completed all directions accurately.

VARIATION 1: Allow students to practice giving oral directions.

VARIATION 2: Select three or four students to stand in front of the room and follow directions while the other students check for accuracy.

ACTIVITY 3 - OUTCOME 18

Sing or speak the familiar round "Row, Row, Row Your Boat." Assign the following physical movements to each line of the song:

(4 times) Pat feet: Row, row, row your boat
(3 times) Slap thighs: Gently down the stream
(4 times) Clap hands: Merrily, merrily, merrily, merrily
(3 times) Snap fingers: Life is but a dream.

Sing or speak the round while at the same time performing the assigned physical movements. Extend the activity in the following ways:

1. Perform the entire activity (singing and moving) as a two- or three-part round.
2. Perform the physical movements only while silently singing the song.
3. Perform the physical movements only as a two- or three-part round. (Do not sing.)

Encourage students to think of other sounds and movements to perform at another time.

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 6. Take notes while continuing to listen. (5,6)

NOTES FOR THE TEACHER

List the elements of a story and a definition of each on the chalkboard; include setting, characters, plot, and theme.

ACTIVITY 1

Discuss each element of a story listed on the chalkboard with students.

Direct students to list the story elements down the left margin of a sheet of paper allowing four lines between each element. Direct students to listen as a two- or three-page story is read and to list the setting, the names of the characters, and the main events that take place. Discuss student answers at the conclusion of the story.

Help students specify the plot and the theme for the story after discussing the events they have listed.

ACTIVITY 2

Direct students to make the following columns on their paper:

SOMEBODY	WANTED	BUT	SO

Direct students to listen as a story is read and to fill in the columns as the story progresses. Discuss student answers. Help students write the setting and theme for the story after the discussion.

ACTIVITY 3

Select one student to tell a short story to the class. Direct the remaining students to record the story elements in one of the above ways as the story is told. Discuss student answers.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION

OUTCOME: 7. Detect and identify propaganda techniques in order to weigh the reliability of different statements. (5,6)

NOTES FOR THE TEACHER

Prepare the following cards for this activity in advance.

CARD 1

Name-calling: Making a person appear bad or good by associating him or her with a popular or unpopular label ("hippie" or "cool")

CARD 2

Band Wagon: Creating the impression that "everyone is doing it"

CARD 3

Testimonial: Selling an idea (or product) by using famous people

CARD 4

Half-truths: Deceiving by not telling all of the facts

CARD 5

Glittering Generalities: Making something appear desirable because of labels, like "thrifty" or "patriotic"

CARD 6

Card-stacking: Giving only one-sided evidence

ACTIVITY

Discuss with students the meaning of propaganda as the deliberate attempt to influence the thoughts, actions, or beliefs of another person or group. Display the cards, and discuss each technique with the students. Direct students to think of situations in which such techniques are used; for example, television commercials, radio advertisements, and peer pressure. Assign students to watch television commercials to identify the propaganda methods employed.

VARIATION 1: Have students recreate television commercials to share with the class.

VARIATION 2: Direct students to create original television commercials using one or more of the propaganda techniques. Have students present the original commercials before the class and discuss which technique(s) is being used.

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 8. Distinguish opinion from factual information when listening. (5,6)

NOTES FOR THE TEACHER

Prepare the following cards for this activity in advance.

CARD 1

OPINION: a belief, a view, or a judgment formed in the mind

Examples: I think.... I believe.... People say.... Someone told me....

CARD 2

FACT: an actual occurrence, something that can be proven

Examples: Scientists have proven that.... I saw.... Facts show....

ACTIVITY 1

Display the cards where all students can see them. Discuss the difference between opinions and facts with the students. Ask a student to complete one of the examples on a card to form a fact or an opinion. Discuss the student's answer. Continue this procedure with other students.

ACTIVITY 2

Divide students into groups of three or four. Select a topic of current interest to the students, and direct each group to write three opinions and three facts concerning the topic. Ask a student from each group, in turn, to read their statements aloud while the remaining groups categorize each statement as either fact or opinion. Discuss answers with the students.

ACTIVITY 3

Give each student a red piece of paper to signify fact and a green piece of paper to signify opinion. Direct students to listen as a statement is read and then hold up the colored paper that indicates whether the statement is a fact or an opinion.

LANGUAGE ARTS
GRADES 4-6
STRANDS: LISTENING AND READING

STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 9. Distinguish between fact and fantasy. (4,5,6)

STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 1. Distinguish betweeen fact, fantasy, and opinion. (4,5,6)

NOTES FOR THE TEACHER

Refer to READING: INFERENTIAL COMPREHENSION; OUTCOME 1 on page 138.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 10. Indicate when necessary information is omitted.

NOTES FOR THE TEACHER

This activity may be adapted for use in any content area.

ACTIVITY

Discuss with students the importance of having all the necessary facts before attempting to solve mathematics problems. Direct students to listen as each problem is read and decide what important facts are omitted.

Examples:

An airplane leaves Birmingham at 7 a.m. What time will it arrive in Mobile? (The distance between the two cities and the speed of the airplane are omitted.)

Jane is going to a picnic for ten people and is planning to take fifteen peanut butter and jelly sandwiches. How many loaves of bread should she buy? (The number of slices of bread in each loaf is omitted.)

Elizabeth went to the store to buy an ice-cream cone. A cone with one scoop of ice cream costs 39 cents, and a cone with two scoops of ice cream costs 49 cents. How much change would Elizabeth receive if she gave the clerk 50 cents? (The problem does not say whether Elizabeth selected one or two scoops of ice cream.)

VARIATION: Read a simple recipe to the students. Leave out one necessary ingredient or direction. Ask students what necessary information has been omitted.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOMES: 11. Repeat details from a simple story. (4,5,6)
21. Name the main characters in a story. (4,5,6)

NOTES FOR THE TEACHER

No advance preparation is required for this activity.

ACTIVITY

Direct students to listen as the following story is read aloud. Tell them that at the conclusion of the story, they are to name the three main characters and the events that happened at school. Read the following story:

> Jack had a terrible day. First of all, the students sitting in his row were noisy all morning, and for that reason, they were the last called to line up for lunch when the time came to go to the school cafeteria. As the class marched down the hall, he stumbled and sprawled face first in front of everyone. How embarrassing! Especially when Miss Smith accused him of showing off to get attention. Lunch was not his favorite either. He'd hoped for pizza, but what did he get? Liver and carrots! Yuck! To add to his bad luck, he dropped the tray of food and carrot juice sloshed all over his new jeans. Miss Smith helped him mop up the food as she said, "Well, Jack, your mother can wash these jeans tonight, and they'll look good as new tomorrow." Sure enough, that's just what Jack's mother did, and his jeans did look new.

Ask the students to name the characters and to recall the events that happened in the story. Write the names of the characters and the events on the chalkboard. Reread the story as the students look at the chalkboard to see if their ideas are accurate. Direct each student to write a short story with no more than three characters and four details. Select several students to read their stories as the other students listen for characters and details. Discuss student answers.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOMES: 12. Answer oral questions (with one of four orally read answers) related to a paragraph that is read aloud. (4,5)
13. Listen to identify the main idea. (4,5,6)

NOTES FOR THE TEACHER

Prepare student answer sheets that list "a," "b," "c," and "d" as choices for each incomplete statement. See the example at the conclusion of this activity.

ACTIVITY

Discuss with students the definition of main idea by asking questions similar to the following:

What is the *topic* of this paragraph?
What is the information *mostly about* in this paragraph?
What is the *main idea* of the paragraph?

Give each student an answer sheet. Explain to students that they are to listen to a paragraph and then complete each statement based on material contained in the paragraph. As each incomplete statement and the four answer choices are read, ask students to select one correct answer and draw a circle around the letter of that answer. Caution students to listen carefully because each incomplete statement and accompanying answer choices will be read only once.

Paragraph

Did you ever stop to think what life would be like if we did not have any laws to protect us? The weaker and poorer people in our country would be at the mercy of the stronger and richer people. Because of our constitution and our belief in democracy, each person is important and our laws protect each man, woman, and child in the same manner. Our laws guarantee that we have freedom of speech, freedom of religion, freedom to have meetings, and freedom to vote after we reach the age of eighteen. Our laws are strong, and we are indeed fortunate to live in the United States where we are so well protected.

ACTIVITY (Continued)

Incomplete Statements

1. Laws in the United States protect....
2. Our belief in democracy teaches us that....
3. The main idea of this paragraph is that....

Answer sheet

1. a. The strong and rich.
   b. The weak and the poor.
   c. All persons.
   d. Children.

2. a. Men are more important than women.
   b. We must take care of children.
   c. The weak and the strong are unimportant.
   d. Each person is important.

3. a. Laws in the United States protect all people equally.
   b. We have many freedoms in this country.
   c. Stronger people take advantage of weaker people.
   d. Our Constitution protects the rich and the poor.

VARIATION 1: Select passages from science or social studies materials to use in a similar manner.

VARIATION 2: As students become skilled in using answer sheets with the answer choices read aloud, allow them to use answer sheets with only the letters "a," "b," "c," and "d" listed.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 15. Identify who, what, where, when, why, and how from spoken information. (4,5,6)

NOTES FOR THE TEACHER

1. Prepare the following cards, place them where all students can see them, and discuss them with the students in advance of this activity.

   Card 1

   WHO: persons, animals, places, or objects

   Card 2

   WHERE: place
   WHEN: time of day, week, or year

   Card 3

   WHY: reason for something
   HOW: the way something happened

   Card 4

   WHAT: an event or action

2. Select sentences the students have not read or heard before.

ACTIVITY

Direct the students to divide a piece of paper into six columns and label the columns as shown below.

WHO	WHERE	WHEN	WHAT	WHY	HOW

Tell students to listen as sentences are read slowly and record the appropriate information in the correct columns on their papers. Remind students that all columns may not be needed each time.

1. Little Red Riding Hood went into the dark forest to take food to her grandmother.
2. Friday night John was happy because he caught a pass during the football game.
3. I stumbled over a large rock last week and broke my arm as I was walking across the park.

Select students to write their answers on the chalkboard, and then have students discuss their answers.

Example: Little Red Riding Hood went into the dark forest to take food to her grandmother.

WHO	WHERE	WHEN	WHAT	WHY	HOW
Little Red Riding Hood	forest		went	to take food to grandmother	

VARIATION: After students become proficient when sentences are used, use paragraphs or short stories.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 16. Retell a story using correct sequence of events. (4,5,6)

NOTES FOR THE TEACHER

For this activity, select a short story that students have not heard.

ACTIVITY

Direct students to listen as a story is read aloud. Instruct them to listen carefully to the events and the order or sequence in which the events happen in the story. Inform students that they are not permitted to write anything during the time the story is being read.

At the conclusion of the story, direct students to do the following:

1. On a sheet of paper, write one sentence describing each event that happened in the story.
2. Number the events in the order or sequence in which they happened in the story.
3. Read the sentences to see if the number order is correct.
4. Select a partner and retell the story.
5. Ask the partner if the sequence of events is correct.

VARIATION: Discuss the activity with the students. List the correct sequence of events on the chalkboard and permit students to check their sentence order for accuracy.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 17. Summarize the main points of a speech. (4,5,6)

NOTES FOR THE TEACHER

1. Plan a two-minute speech entitled "Why I Am a Good Teacher." Be prepared to give the speech before the students or record it on a tape player and play it for the class.

2. Review good listening skills and notetaking skills with students.

ACTIVITY

Direct students to number a sheet of paper from one through five, leaving four lines between each number. Discuss with students the meaning of the word summarize. Direct students to listen to the speech, "Why I Am a Good Teacher," and write the main points they hear. At the conclusion of the speech, place students in groups of three or four and direct them to compare the points they have listed. Tell them to write two or three sentences that give the main idea or summary of the speech. Select one student from each group to present the group's summary to the class. Discuss the presentations to determine if any main points have been omitted.

VARIATION 1: Place students in groups of three or four and direct each group to outline a speech entitled "Why All Students Should Eat in the School Cafeteria." Select one member of each group to present the group's speech to the class, as members of the other groups take notes. Ask the groups to summarize each speech.

VARIATION 2: Allow each group to select a topic and plan a speech. Have members of the other groups summarize the speech. Have the group planning the speech check the summaries for accuracy.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 19. Conduct a simple interview. (4,5,6)

NOTES FOR THE TEACHER

Tell students they will be asked to conduct interviews. Ask them to listen to an interview on the radio or television to determine techniques that help make an effective interview.

Make the following poster in advance of the activity.

HOW TO CONDUCT EFFECTIVE INTERVIEWS

Interview: a meeting at which a reporter obtains information from another person(s)

Before the Interview:

1. Know the reason for the interview.
2. Read about the person you are interviewing.
3. List the questions to be asked. Are they clear and relevant?
4. Practice asking the questions.

During the Interview:

5. Look directly at the person you are interviewing.
6. Ask the questions in a positive voice.
7. Do not interrupt the person you are interviewing.
8. Listen attentively.
9. Be polite and thank the person for permitting the interview.

ACTIVITY

Place the poster where all students can see it. Discuss the steps in conducting effective interviews. Assign students to interview the winner of a five million dollar lottery, and assist them in listing five questions to ask during the interview. Assume the role of the lottery winner, and answer the questions as students ask them. Discuss the interview with the students, using the suggestions listed on the poster.

VARIATION 1: Assign students to interview the winner of a gold medal in the Olympic Games and assist them in listing questions to be asked. Select a student to assume the role of the winner and two students to ask the questions. Discuss the interview with the entire class.

VARIATION 2: Assign students to arrange an interview about the hobby of someone they know. Ask students to list questions they will ask prior to the interview. Have students give a report of the interview.

LANGUAGE ARTS
GRADES 4-6
STRANDS: LISTENING AND READING

STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOMES: 20. Identify figurative language. (4,5,6)
26. Identify figures of speech. (4,5,6)

STRAND: READING

AREA: WORD MEANING
OUTCOME: 8. Recognize and use imagery. (4,5,6)

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 6. Identify and interpret imagery and figurative language. (4,5,6)

AREA: APPRECIATION
OUTCOME: 5. Identify examples of imagery. (4,5,6)

NOTES FOR THE TEACHER

Refer to READING: INFERENTIAL COMPREHENSION; OUTCOME 6 on page 147.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 22. Repeat assignments given orally. (4,5,6)

NOTES FOR THE TEACHER

This activity helps shy students gain confidence.

ACTIVITY

Discuss with students the importance of completing assignments exactly as directed and the role listening plays in doing this. Each time directions are given for an assignment, select a student to repeat the directions for the class. Select another student to tell the class if the directions have been repeated accurately, and if not, to repeat them correctly. Do not repeat the directions. At the close of the school day, select students to repeat each homework assignment. Ask the class if the assignments have been repeated accurately, and if not, to repeat them correctly.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 23. Tell the meaning of unknown words from context. (4,5,6)

NOTES FOR THE TEACHER

Students should understand context clues before beginning this activity. The activity can be adapted to introduce words from any content area.

ACTIVITY

Direct students to listen as a sentence is read for clues to meanings of unknown words. Tell students that other words in the sentence can provide clues to words not known.

Print unfamiliar words on index cards. Hold up a card on which one word is printed. Direct students to listen as a sentence containing the word is read and to decide what the word means from clues provided by other words in the sentence.

1. The woman glared at me wrathfully, and I knew she was angry.
2. I surmised it was cold because she took her coat and cap as she went outside.
3. He could barely discern the trees ahead because the fog was so thick.
4. The house was almost obscured by the tall trees and bushes around it.

Discuss student answers and the reasons for choices made.

Allow students to write other sentences using the words and to read the sentences to the class. Direct the students in the class to indicate what clues they used to decide on word meanings.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 24. Draw or describe mental images formed after listening to oral passages. (4,5,6)

NOTES FOR THE TEACHER

Prior to this activity, students should understand that active listening requires listeners to look directly at the speaker, to concentrate on the speaker's words, and to form a mental picture as the words are spoken.

ACTIVITY

Direct students to draw lines that divide a sheet of paper into four sections. Explain that four sentences will be read. Direct them to listen carefully as each sentence is read and to form a mental picture. At the conclusion of each sentence, direct students to draw the picture in one of the sections on the paper.

1. John's favorite foods were pizza and french fried potatoes, so he ate them for lunch.
2. My big dog and my little kitten are good friends.
3. I kicked a field goal at the football game.
4. The boy was so happy that he threw his cap up into the air.

Discuss the sentences with the students and allow them to display the pictures they have drawn. As students become proficient in illustrating sentences, use short paragraphs.

Example:

> My mother likes to make cakes. Every birthday I know that she will make a funny cake for me.
> Last year the cake was in the shape of a turkey and had six candles on it.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 25. Recognize similarities and differences in accents and dialects. (4,5,6)

NOTES FOR THE TEACHER

Each person has a unique way of speaking. Dialects and accents indicate that the persons speaking have learned this language as a means of communicating in their own environments. The language that people use is influenced by the time period and place, as well as by association with other people.

ACTIVITY

Point out the different dialects of such persons as John F. Kennedy, Martin Luther King, and Jimmy Carter by playing tape recordings of their voices. Encourage students to imitate their voices.

Assign topics such as "My Ambitions" or "My Favorite Holiday" for impromptu two-minute speeches. Tape record each presentation, and let students listen to their own voices to determine standard and nonstandard forms of speaking. Have students imagine that each speech will be presented to the entire school, and guide students to consider what changes would be appropriate.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 27. Infer meaning not specifically stated, and draw conclusions. (4,5,6)
28. Propose a conclusion when presented with a series of events. (4,5,6)

NOTES FOR THE TEACHER

The following activity is provided to allow students the opportunity to express ideas and opinions. Students are encouraged to use and extend their vocabularies, develop thinking skills, and use their imaginations. The story in this activity allows students to propose the most logical conclusion based on a series of events. Open and free discussion should be encouraged.

ACTIVITY

Using the details listed on the next page as one example, instruct students to write a real or imaginary short story that describes an event that took place at school. Instruct students to use descriptive words and phrases that provide clues for identification of the event. Direct students to conclude the story with a series of possible solutions. Have the students share their stories with each other orally, and encourage students to find the best possible solution based on the series of events that was described.

ACTIVITY (Continued)

Example:

Where: The halls, framed with polished floors and milk-white walls, stood silently.

When: It was a Monday morning in the early fall, and the stark stillness of the empty building gave an eerie feeling of loneliness.

What: Suddenly, the silence was broken by the loud ringing of a bell. The door was flung open, and into the silent halls...

Who: ...hundreds of pairs of feet shuffled in quickly and excitedly. The silence was replaced with laughter and talking and squealing and teasing. And then, a voice spoke strongly and firmly, and the laughter and the talking and the squealing and the teasing gave way to silence again.

Conclusion: The event was ____.

Choose the best possible solution from the following:

- Church on Sunday morning
- A circus under the big tent
- A Halloween party
- The first day of school

Discuss the reasons for the students' selection.

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 29. Predict or hypothesize outcomes. (4,5,6)

NOTES FOR THE TEACHER

This activity requires the use of fables or fairy tales. Do not use stories from basal readers.

ACTIVITY

Explain to students that a story will be read aloud, but the ending will be omitted. Direct students to listen to the story and be prepared to suggest a possible ending or conclusion. Select a fable or fairy tale, and read it to the students. Divide the students into groups of three or four, and ask each group to propose three endings for the story. Discuss their proposed endings before reading the author's conclusion for the story. Allow students to select the conclusion they consider the best.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 30. Tell what is known about the topic at hand. (4,5,6)

NOTES FOR THE TEACHER

Most students enjoy funny stories and jokes; therefore, using humor in the classroom is an excellent method for claiming students' attention. The topics chosen for the following activity should reflect subjects of unusual interest to students. Teachers should "float" among groups to ensure responsible group interaction.

ACTIVITY

Allow students to name several topics of interest. Discuss the topics with the students, and have them choose one topic for a group activity.

Divide the class into several small groups. Have students select one person in each group to act as a reporter. Instruct reporters to question members of the group concerning their knowledge of the topic, and remind reporters to record each response accurately. Encourage students to use imaginary and humorous facts about the topic, and remind reporters to present these comical fantasies as if they were facts. Allow at least twenty minutes for the group activity before having reporters relay the information to the class.

Compare how the reports are similar or different. On another occasion, allow students to participate in the same process by discussing serious topics with factual information.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 31. Tell how certain spoken words can influence the listener. (5,6)

NOTES FOR THE TEACHER

Prior to this activity, select advertisements that contain persuasive words from newspapers and magazines and glue each item on an index card.

ACTIVITY

Discuss advertising techniques and how certain words are used to influence people to buy a product. Provide an example by reading an advertisement on one of the index cards. Direct students to listen for word(s) that are meant to influence listeners. Have students read the other advertisements on the index cards. Have students discuss persuasive words similar to the following:

1. The most effective today
2. Better than any other on the market
3. The very best or your money back

VARIATION: Direct students to listen for words that would deter them from purchasing a product.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 32. Give examples of shades of word meanings from dictated material. (5,6)

NOTES FOR THE TEACHER

Before doing this activity, students should understand that synonyms are words with similar but slightly different, meanings. Examples of synonyms should be discussed, such as: run/jog/sprint and skinny/lean/slender.

ACTIVITY

Give each student a bingo-type card showing twenty-five squares, with each square containing a word. Say a word that is a synonym for one of the words on the card. Direct students to scan their cards, find a synonym for the word that has been called, and place a marker on that word. Continue calling words until one student marks five words in any one direction and calls "Bingo!" Ask the student winner to give the marked synonyms and to explain how the synonyms differ from the words called.

VARIATION: Give each student a blank bingo card. Say a word, and direct students to select one or more squares on the card and write a synonym for each word called. Continue saying words until a student has filled all squares on the card. Ask the student winner to read synonyms for each word called.

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 33. Tell the cause/effect relationship of stated events. (5,6)

NOTES FOR THE TEACHER

This activity requires use of a chalkboard by student volunteers. This activity is similar to the familiar "Twenty Questions" game.

ACTIVITY

Select a student volunteer to stand before the class in a place where he or she cannot see the chalkboard. Write the following on the chalkboard where the other students can see it:

CAUSE	EFFECTS
A new president has been elected for the United States.	???????

Ask students in the class to give clues about the cause by stating effects that the election of a new president could have, such as changes in the Cabinet or planning for an inaugural ceremony. Continue the clues until the student standing before the class is able to identify the cause written on the chalkboard.

VARIATION: Reverse the game by writing the effect on the chalkboard. Ask students to give causes as clues, such as "she ate no solid food" or "she drank liquid protein."

CAUSES	EFFECT
?????	My mother lost 67 pounds.

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 34. Make an oral contribution to an argument, discussion, or problem-solving situation after listening attentively. (5,6)

NOTES FOR THE TEACHER

This activity is best conducted with a group of three to six students. In advance of the activity, number small slips of paper with the numerals 1, 2, or 3. Have enough slips of paper for each student.

ACTIVITY

Ask students to suggest topics to be discussed and choose one of those suggested. Allow each student to select one of the numbered slips of paper. Explain to students that the number of oral contributions they are expected to make during the discussion is the number shown on the slip of paper they have chosen. Further explain that each time a contribution is made, a check mark should be placed on the slip of paper. When all students have made the assigned number of contributions, the discussion is concluded.

VARIATION: Explain to students that those persons not making the assigned number of contributions to the discussion must leave the group when a new topic is discussed. The object of the activity is to be the last student remaining in the group. However, all contributions must be relevant to the discussion.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: SOCIAL AMENITIES
OUTCOME: 1. Describe the characteristics of a good listener. (4,5,6)

NOTES FOR THE TEACHER

Prior to beginning this activity, write the following characteristics on individual index cards.

CARD 1: Sits quietly
CARD 2: Keeps eyes on person speaking
CARD 3: Looks directly at person speaking
CARD 4: Talks to other persons in group
CARD 5: Makes mental notes
CARD 6: Shuffles feet noisily
CARD 7: Makes grocery list
CARD 8: Hums softly under breath
CARD 9: Turns head and looks all around
CARD 10: Sighs and acts bored
CARD 11: Interrupts speaker
CARD 12: Keeps feet and hands still
CARD 13: Concentrates on what speaker says

ACTIVITY

Make a large tic-tac-toe grid to use on the overhead projector, or draw a similar grid on the chalkboard. Divide the class into two teams. Explain to students that they will play a game called "Look - Listen - Learn" and will determine characteristics of good listeners. Select a student from one team to draw a card and read the characteristic aloud. Direct the team members to decide whether the characteristic is that of a good listener or a poor listener. If the answer is correct, allow the team to make an "x" in one of the blank spaces on the grid. Select a member from the opposing team to follow the same procedure using an "o" as the mark. Continue playing until one team has three marks in a row or until all blank spaces are filled.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: SOCIAL AMENITIES
OUTCOME: 2. Listen to poetry, prose, or music, and share personal response to the selection. (4,5,6)

NOTES FOR THE TEACHER

An assortment of poetry books and records is needed for this activity.

ACTIVITY

Choose a variety of musical recordings and poems that include happy, serious, and sad themes. Instruct students to listen quietly as a recording is played or as several poems are read aloud and to be prepared to discuss the feelings the selections caused. Ask students to share words that describe their feelings. Compare differences in the students' feelings.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: SOCIAL AMENITIES
OUTCOME: 3. Give constructive criticism after listening to oral presentations. (5,6)

NOTES FOR THE TEACHER

This activity should be conducted frequently when students give oral reports in the classroom.

ACTIVITY

Give each student a copy of the following check list.

THE SPEAKER

1. Kept eye contact with audience ______
2. Spoke in a clear voice ______
3. Could be heard easily ______
4. Used good posture ______
5. Used appropriate language ______

THE SPEECH

1. Was interesting ______
2. Was not too long or too short ______
3. Had a purpose ______
4. Stayed on the topic ______

Direct students to listen to the speaker. At the conclusion of each oral presentation, ask students to mark those things they observed on the check list and make constructive comments to the speaker.

LANGUAGE ARTS
GRADES 4-6
STRAND: LISTENING

AREA: SOCIAL AMENITIES

OUTCOME: 4. Describe the feelings of characters in stories drawn from other times and other places. (5,6)

NOTES FOR THE TEACHER

A variety of books with settings from other places and in previous years is needed for this activity.

ACTIVITY

Read to students from books such as Little House on the Prairie, Charlotte's Web, or Confessions of a Fifth Grade Nothing. Select passages that depict characters displaying various emotions. Discuss with students which emotions are displayed and the causes for these emotions.

VARIATION: Select and reread passages that show the same emotion displayed by several different characters. Ask students to describe the feelings of each character and explain how each character coped with his or her feelings. Have students describe how the characters' responses were similar or different.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: PLANNING AND ORGANIZING

OUTCOMES:
1. Answer questions and make statements in complete sentences in formal presentations. (4)
3. Present information orally using logical sequence of events. (4)

NOTES FOR THE TEACHER

No advance preparation is necessary unless presentations are taped or videotaped. In that case, a tape player or a videotape recorder and a monitor are needed.

ACTIVITY

Assign for homework one of the following: watch an appropriate television show, read a story, watch (or participate in) a ballgame, or bring in a snapshot that can be shown with the opaque projector. Then instruct each student to make notes or an outline of the important events of his or her assignment. If students bring a snapshot, encourage them to tell what happened before the snapshot was taken, what was happening when it was taken, and what happened after it was taken. On the following day, have each student tell the class about the show, story, ballgame, or snapshot, making statements in complete sentences and using a logical sequence of events. Let students use their notes, but instruct them to tell, not read, the information. Limit the presentations from three to five minutes. Tell students to be sure to practice what they plan to say and to time themselves. Allow students to ask the speaker questions after each presentation. Stress that questions must be answered in complete sentences. In advance, set time limits or a limit to the number of questions that may be asked.

After the presentations and questions, discuss the sequence and understandability of the presentations.

VARIATION: Tape or videotape the presentations for self-evaluation.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: PLANNING AND ORGANIZING

OUTCOMES:
2. Restate in own words information received orally. (4)
8. Summarize the main ideas of an oral presentation or group discussion. (4,5)

NOTES FOR THE TEACHER

Fables, tall tales, myths, or legends may be used for Activity 1. A tape player and a taped story are needed for Activity 2.

ACTIVITY 1 - OUTCOMES 2 and 8

Tell students to listen carefully as a short story is read to the class. Inform students that when the story is completed, they will have one minute to think about the story. Then ask a student to summarize the story in his or her own words in less than three minutes. Repeat this procedure with other stories.

ACTIVITY 2 - OUTCOMES 2 and 8

Have students listen to stories on a tape player. Direct the students to retell the stories to the class in their own words.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: PLANNING AND ORGANIZING
OUTCOME: 4. Give a set of complex oral directions clearly and in sequential order. (5,6)

NOTES FOR THE TEACHER

No advance preparation is needed for this activity unless it is to be taped or videotaped. If so, a tape recorder or video recorder and television are required.

ACTIVITY

Tell students to think of an activity or process that is very familiar to them. Tell students to pretend that no one else knows how to do this and it is their job to explain exactly what to do, clearly and in sequence. Tell students to write the steps on paper and imagine someone following those directions. Then tell students to explain the procedure to the class. Suggest that it might help to write the steps on index cards, to which reference can be made while explaining the task. However, stress that students tell the steps, not merely read them straight from the notes.

Suggest ideas similar to the following: making a peanut butter and jelly sandwich; making a milkshake; and tying shoelaces, a tie, or special knot.

Give each student the opportunity of giving oral directions. Discuss the good points in their presentations, and suggest ways to improve.

If possible, tape record or videotape each student's explanation. Play it back, discuss the good points, and suggest ways to improve.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: PLANNING AND ORGANIZING

OUTCOMES:
5. **Interview individuals to secure information about specific topics. (5,6)**
6. **Adhere to the topic and express ideas clearly in oral presentations. (4,5,6)**
7. **Deliver organized oral reports on assigned topics. (4,5,6)**

NOTES FOR THE TEACHER

Invite a resource person to visit the class. Be certain the person is someone whose career will interest the students (suggestions include a fireman, a policeman, a radio announcer, a newscaster, or a weatherman). This interview may be correlated with a unit in social studies or science.

ACTIVITY 1 - OUTCOMES 5, 6, and 7

On a poster, list the rules for conducting an interview. Use rules similar to the following:

1. Raise your hand to speak.
2. Ask only one question at a time.
3. Allow adequate time for the guest to answer questions.
4. Be polite to the guest.
5. Take notes from the information that the guest speaker relates.

Divide the students into groups and assign topics that relate to questions that may be asked of the speaker about his or her career. Let students in the groups brainstorm questions that their groups want to ask. Stress that questions must relate to the group's topic. Have students take notes from the interview.

After the interview is completed, have each group compose a report, utilizing their questions. 130 Have students select one person from each group to give the group report orally. Arrange for students to share reports with other classes, the principal, librarian, parents, or other special guests. 131

ACTIVITY 2 - OUTCOME 5

Have students select a partner and take turns interviewing each other about a hobby, favorite pastime, or other subjects of interest. Remind students to follow the rules for interviewing and to take notes.

VARIATION: Let students work in pairs to compile information gleaned from the other partner into a report about the individual. Have the partners draw pictures of each other, but omit the names. Each week, make a bulletin board display titled "Star of the Week." Display a different student's picture each week. Have the class guess who the "Star" is by reading the reports and looking at the "portrait."

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: PLANNING AND ORGANIZING

OUTCOME: 9. Plan an oral presentation that conforms to given time limits and physical conditions. (4,5,6)

NOTES FOR THE TEACHER

Before beginning this activity, students should be familiar with the four purposes of oral speaking: to entertain, to instruct, to persuade, and to motivate.

ACTIVITY

Provide time for students to work in pairs or small groups to brainstorm interesting topics for oral presentations. Then allow time for students to research their topics. Instruct students to plan their presentations in three parts: introduction, main body, and summary.

Tell students to plan their oral presentations to last from one to three minutes. Encourage students to practice their presentations in front of a mirror, timing the speech and revising as necessary.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: PLANNING AND ORGANIZING
OUTCOMES: 10. **Speak from notes or an outline.** (4,5,6)
11. **Ask questions to clarify points presented by the teacher or others.** (4,5,6)

NOTES FOR THE TEACHER

This activity requires the use of a tape recorder and a short taped message. One student may be asked to prepare the message as an assigned topic.

ACTIVITY

Have students listen to the prerecorded message and take notes as they listen. Ask several students to give a similar message, using the notes they have taken. Have students compare the presentations with the prerecorded topic. Direct students to ask questions to clarify any points that may be vague or inconsistent.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: PLANNING AND ORGANIZING
OUTCOME: 12. Make announcements or relay messages that contain all needed pertinent information.

NOTES FOR THE TEACHER

This activity employs three groups of approximately nine people each. It requires no advance preparation.

ACTIVITY

Divide the class into groups of no more than nine students. Explain that students are to play the game "Gossip." Instruct students to whisper a message, one to another, until all students in the group have received the message. Give points to the group in which the final message is identical or most similar to the way it began.

Use messages similar to the following:

1. Five people from Miami took a short plane trip to Cleveland, Ohio, to buy new clothes and old shoes.
2. The new girl in the fifth grade is named Melanie Margaret, and she likes hotdogs and ice cream with nuts for breakfast at 8 a.m.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: USAGE AND GRAMMAR

OUTCOMES:
1. Use conventional pronunciations of Standard English for classroom work. (4,5,6)
2. Express ideas in complete sentences. (4,5,6)
3. Use a variety of words when speaking. (4,5,6)
4. Display increased confidence and poise in speaking. (4,5,6)
5. Use acceptable grammar and syntax in conversation and discussion. (4,5,6)

AREA: DELIVERY SKILLS

OUTCOMES:
1. Emphasize meanings in conversations, discussions, and oral presentations by appropriate use of pauses, gestures, facial expressions, tone of voice, voice volume, voice inflection, and rate of speaking. (4,5,6)
2. Maintain eye contact with audience while speaking. (4,5,6)

NOTES FOR THE TEACHER

The effectiveness of this activity can be enhanced greatly by videotaping students' speeches. However, if no video equipment is available, have the class use the checklist to critique the speeches of their classmates.

ACTIVITY

Assign students to prepare a three- to five-minute speech. Explain that these speeches may relate to personal experiences or explanations of how to complete a project, or any other topics. Have students begin by writing their speeches. After writing and refining are completed, have students make notes on index cards for presentations to the class.

Distribute one checklist to each student, and explain that the class members are to "grade" each speaker by marking the checklist. (A sample checklist follows the activity.) As each student gives a speech, have other class members mark their checklists. Then give all checklists to the student speaker as feedback on his or her speech.

ACTIVITY (Continued)

If possible, videotape this activity and let students see themselves on the tape. Repeat this activity four times during the year. After the last taping, let students compare the tapes to see their progress.

*Checklist for ____(Name of Student)____

Evaluator ____________________

Date ____________________

Does the speaker

1. pronounce words correctly? ___yes ___no
2. use complete sentences? ___yes ___no
3. use a variety of words? ___yes ___no
4. have poise and confidence? ___yes ___no
5. use acceptable grammar? ___yes ___no
6. maintain eye contact with audience? ___yes ___no
7. use correct tone and volume of voice? ___yes ___no
8. speak either too fast or too slowly? ___yes ___no
9. use facial expressions and gestures appropriately? ___yes ___no
10. make his or her ideas clear to the audience? ___yes ___no

Comments:

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* Ensure that each student thoroughly understands all terminology and meanings on the checklist.

AREA: DELIVERY SKILLS

OUTCOMES:
1. Emphasize meanings in conversations, discussions, and oral presentations by appropriate use of pauses, gestures, facial expressions, tone of voice, voice volume, voice inflection, and rate of speaking. (4,5,6)
2. Maintain eye contact with audience while speaking. (4,5,6)

AREA: USAGE AND GRAMMAR

OUTCOMES:
1. Use conventional pronunciations of Standard English for classroom work. (4,5,6)
2. Express ideas in complete sentences. (4,5,6)
3. Use a variety of words when speaking. (4,5,6)
4. Display increased confidence and poise in speaking. (4,5,6)
5. Use acceptable grammar and syntax in conversation and discussion. (4,5,6)

NOTES FOR THE TEACHER

Refer to SPEAKING: USAGE AND GRAMMAR; OUTCOMES 1,2,3,4, and 5 on page 67.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: DELIVERY SKILLS

OUTCOMES:
3. Use drama, puppets, and role-playing to interpret experiences. (4,5,6)
6. Give oral directions completely and clearly. (4,5,6)
7. Portray story characters using voice and motion. (4,5,6)

NOTES FOR THE TEACHER

The activities for these outcomes may be continued for several class periods. A mini-unit may feature utilization of puppets for role-playing, or another form of dramatization. Needed for Activity 2 are magazines and ice-cream sticks. For Activity 3, choose a play that uses a variety of characters.

ACTIVITY 1 - OUTCOMES 3 and 7

Read a story to the class that can be easily dramatized. Have students develop each character by answering questions such as: How does the character look? What kind of person is the character? How did the character feel when...? Why did the character do...? After the character development, ask students questions similar to the following: Who feels like (a character in the story) today? Who thinks he or she can play the part of...?

Once the students are involved and eager to do some role-playing, explain that some television or movie scouts are looking for new talent. Tell students they may audition for the parts. Allow students to choose the characters they wish to portray from the story that was read to the class. Tell students to incorporate ideas from the discussion to develop their portrayal of the characters. Let different groups of students dramatize the story.

Ask students in the audience to act as the television or movie scouts. By secret ballot, have students vote on the performers they like best for each character. Then let those students role-play the final performance.

ACTIVITY 2 - OUTCOMES 3 and 7

Explain to students that normally when a play is read, different people play different parts, but for this activity, each student will assume several roles as he or she reads complete pages or sections of the play. Ask for volunteers to participate. Tell the volunteers they have the opportunity to interpret many characters by changing their voices through variations in pitch and inflection. Explain to students that this is a big opportunity to really "ham it up." Tell students to make sure their character changes are clear enough for the class to understand. Instruct students to use body language and motion. Have the volunteers take turns performing the different roles of the play.

ACTIVITY 3 - OUTCOMES 3 and 6

Select two students to participate in this role-play activity. Ask one student to assume the role of a policeman and the other to assume the role of a stranger in town. Give the following scenario to the class:

> The stranger has been given directions to the home of a relative but has lost them. He is lost and needs directions from the policeman. The stranger repeats what he remembers from the directions. After listening to the stranger, the policeman gives him the correct directions one step at the time. When the policeman finishes, he asks the stranger to repeat the directions, because he wants the stranger to find his way to the relative's house.

Allow time for the two students to practice the scene before role-playing for the class. Emphasize the necessity of giving oral directions completely and clearly. Let the class critique the explicitness of the directions.

VARIATION: Describe additional scenarios in which students must give directions, such as good friends asking for directions to a restaurant or a ball team asking for directions to a playing field. Encourage students to develop their own scenarios involving giving directions.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: DELIVERY SKILLS
OUTCOME: 4. Be courteous when participating in group discussions. (4,5,6)

AREA: SOCIAL AMENITIES
OUTCOMES: 5. Respect another person's point of view. (4,5,6)
6. Speak courteously when questioning the statements of others. (4,5,6)

NOTES FOR THE TEACHER

Students learn much about courtesy through seeing the teacher exhibit it daily. This activity draws attention to the need for courtesy. A blank audiotape and recorder are needed.

ACTIVITY

Introduce a topic for discussion that will generate much student participation, for example, the pros and cons of corporal punishment. Offer no guidelines for carrying out the discussion, but record the dialogue. Replay the discussion and have the students determine how it could have been improved.

Lead students in generating a list of helpful pointers for participating in group discussions, for disagreeing in a courteous manner, and for respecting another's views. Discuss the importance of each item.

Since students may need a reminder displayed before them during discussions, have the class prepare a bulletin board or posters that list the helpful pointers.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: DELIVERY SKILLS
OUTCOME: 5. Read and recite poetry. (4,5,6)

NOTES FOR THE TEACHER

Borrow a collection of poetry books from the school or public library to use during this activity. Also, find information about poets whose poems are to be assigned in class. Good selections include:

- Time for Poetry, 3d ed., May Hill Arbuthnot and Shelton L. Root, Jr., (Scott, Foresman)
- Reflections on a Gift of Watermelon Pickle and Other Modern Verse, ed. by Stephen Dunning et al., (Scott, Foresman)

ACTIVITY

Assign students a poem to read such as Robert Louis Stevenson's "The Wind." Discuss the poem with the class. Ask students to act out the poem by portraying motions and sounds named in the poem. Have students analyze the poem by answering the following questions:

1. What is the rhyme pattern?
2. What words in the poem create "mind pictures"?
3. Can you compare Robert Louis Stevenson to any other poet? Who? Why?
4. What is the wind like when it blows?
5. Describe in your own words a windy day at the beach.

After the questions have been answered, instruct students to memorize the poem. In pairs, have students recite the poem to one another. Let students use the written version to check memorization.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: DELIVERY SKILLS
OUTCOME: 8. Tell original stories using vivid language and an easy-to follow storyline. (4)

NOTES FOR THE TEACHER

A magazine and/or newspaper, a pair of scissors, and a large envelope are needed for each student in Activity 1. A group of selected words, such as the weekly spelling words, is necessary in Activity 2.

ACTIVITY 1

Give each student a magazine or newspaper. Tell students to cut out four or five interesting pictures, put them in an envelope, and exchange it with a friend. When students receive the envelopes, have them study the pictures, arrange them in any order, and formulate a story, real or imaginary, to go with the pictures. Encourage students to use vivid, descriptive words and an easy-to-follow storyline.

Allow time for students to tell their stories to the class, using the pictures for illustrations.

ACTIVITY 2

Tell students to compose an original story, including a certain group of words, such as the weekly spelling words. Encourage them to use vivid, descriptive words that help create mental pictures.

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Allow students to tell their stories to the class. Discuss the mental pictures created by each story.

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LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: DELIVERY SKILLS
OUTCOME: 9. Use descriptive language. (4,5,6)

NOTES FOR THE TEACHER

Provide (or have students supply) posters, markers, and large boxes as props to use in Activity 1. A videotape recorder or tape recorder would be beneficial. For Activity 2, one or two magazines, a pair of scissors, and a large envelope for each student are needed.

ACTIVITY 1

Tell students they are to make commercials advertising a new product, such as toothpaste or cereal. Divide the class into small groups. Instruct each group to develop a name for the product and create an advertising campaign that includes magazine advertisements (done on posters) and a television commercial. Explain that the commercial may be a skit performed with costumes and props, if they are needed. Encourage students to use very descriptive words and phrases and perhaps create a product logo. If possible, videotape the presentations for playback.

After the presentations and playbacks, discuss with students what features really brought the products to life and made them believable. Discuss how a speaker's looks, confidence, and word choice affect the listener.

ACTIVITY 2

Have students select magazine pictures of people, places, or things that can be described vividly. Mix the pictures, and have each student select a picture at random, not allowing anyone else to see it. Then give students time to study the pictures and formulate some descriptive words or phrases. Tell students to use words that will create mental pictures in the minds of listeners. Encourage them to think of ways to describe the pictures without naming the people, places, or things.

ACTIVITY 2 (Continued)

Then have each student tell the class about the selected picture. When they are finished, direct students to display the pictures and let others compare the given descriptions with the actual pictures.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: DELIVERY SKILLS
OUTCOME: 10. Use spoken language that is appropriate for specific situations following formal or informal language standards. (4,5,6)

NOTES FOR THE TEACHER

Review with students the many dialects found across the United States, such as southern, Cajun, northern, and mountain or "hillbilly."

ACTIVITY

Tell students to be "dialect or language detectives." Ask students to record all the different dialects or speech patterns they hear in a week. Explain that these may be heard or overheard in personal conversations or on the radio or television or in the movies. Instruct students to spell the words phonetically as they hear them, for example, "yorn" for "yours." If possible, have students tape some of the conversations after receiving permission from the speakers. Let students report to the class some of their most interesting discoveries. Explain how people from many areas of the United States use different dialects. Also, explain how people from varied backgrounds may have their own special languages by stressing different syllables or dropping certain vowels and consonants. Read to the students, or use taped excerpts from such books as Uncle Remus, Mark Twain's stories, Where the Red Fern Grows, Sounder, or the Cajun version of "Twas the Night Before Christmas." Explain to students that not only do people use different dialects but also being placed in different situations can change the way people speak. Let students brainstorm all the different situations in which the spoken language might change.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: SOCIAL AMENITIES
OUTCOME: 1. Make and respond to formal and informal introductions appropriately. (4,5,6)

NOTES FOR THE TEACHER

Prior to the activity, display a chart with guidelines for introductions similar to the following:

When introducing people:

1. Say the names clearly.
2. Tell something interesting about each of the people.
3. Always name the older person first and a female before a male.

ACTIVITY 1

Use the above chart to explain the rules for making introductions. Then have students work in pairs to glean information from each other. Ask the partners to share interesting experiences, family adventures, or other information. Then let the partners introduce one another in front of the class. Give all students the opportunity to introduce another student to the teacher.

ACTIVITY 2

For small group or large group practice, make a grab bag filled with task cards on which are written various situations that require introductions to be made. Let a student choose a task card and select the appropriate number of classmates needed for the situation. Have students make and respond to the introduction suggested on the task card. Have the class listen for the correct application of rules.

ACTIVITY 2 (Continued)

Task card examples:

1. Introduce your parents to the principal.
2. You are waiting in line at the movie with a friend when you see a friend from another school.
3. You are working on a homework assignment when your father asks you to come meet a new neighbor.
4. You arrive at summer camp and must introduce yourself to your counselor.

VARIATION: If possible, videotape the students as they make these formal and informal introductions. When the videotapes are shown, have the students determine what their strengths and weaknesses are in making the introductions.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: SOCIAL AMENITIES
OUTCOME: 2. Use proper telephone etiquette. (4,5,6)

NOTES FOR THE TEACHER

Toy telephones or cardboard facsimiles are needed for this activity.

ACTIVITY

Display telephone etiquette rules similar to the ones listed below. After discussing the rules, divide the class into pairs and allow them to create conversations following the rules of proper etiquette.

Telephone Etiquette

1. When you make a call, identify yourself immediately: "This is Karen Brown speaking."
2. Request the person to whom you wish to speak in a courteous manner: "May I please speak to Jan?"
3. Speak into the mouthpiece clearly, and speak distinctly.
4. Be courteous. "Please" and "thank you" are appreciated.
5. When you are given a message, repeat it to the caller to be sure you have heard it correctly. Be certain to get the name and telephone number of the caller.

ACTIVITY (Continued)

Have students use conversations similar to the following, or have them compose their own conversations:

- Invite a friend to go skating.
- Congratulate a friend on a recent accomplishment.
- Call your mother to explain your reason for being late for a meal.
- Call the police station to report an emergency.

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: SOCIAL AMENITIES

OUTCOMES: 3. Use appropriate language when greeting and departing from others. (4)
4. Express gratitude and sympathy. (4,5,6)

NOTES FOR THE TEACHER

Appropriate oral language is determined by the reason for speaking, the circumstance for speaking, and the person(s) to whom we are speaking. Speech is often determined by situations that may be described as "formal" or "informal."

ACTIVITY

On the chalkboard place two large columns with the following headings:

FORMAL SITUATION	FORMAL RESPONSE	INFORMAL SITUATION	INFORMAL RESPONSE

Using the example listed on the following page, ask students to name some situations that may be formal and some situations that may be informal. List students' responses in the appropriate columns. Lead students to think of formal and informal ways to say "hello" and "goodbye." List responses in the appropriate columns. Allow students to role-play each situation and response, and encourage students to practice the appropriate behavior each day.

ACTIVITY (Continued)

Example:

Use the same process to teach students to express gratitude and sympathy appropriately by listing different ways to say "thank you" and "I'm sorry."

FORMAL SITUATION	FORMAL RESPONSE	INFORMAL SITUATION	INFORMAL RESPONSE
1. Being introduced to an important visitor at a school program	"How do you do do?" or "Hello."	1. Talking on the telephone with your best friend	"Hi!"
2. Leaving a meeting of parents, teachers, and important visitors	"Goodby."	2. Concluding a telephone conversation with your best friend	"So long!"

Use the same process to teach students to express gratitude and sympathy appropriately by listing different ways to say "thank you" and "I am sorry."

LANGUAGE ARTS
GRADES 4-6
STRAND: SPEAKING

AREA: SOCIAL AMENITIES

OUTCOMES: 5. Respect another person's point of view. (4,5,6)
6. Speak courteously when questioning the statements of others. (4,5,6)

AREA: DELIVERY SKILLS

OUTCOME: 4. Be courteous when participating in group discussions. (4,5,6)

NOTES FOR THE TEACHER

Refer to SPEAKING: DELIVERY SKILLS; OUTCOME 4 on page 72.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD RECOGNITION
OUTCOME: 1. Identify basic sight words. (4,5,6)

NOTES FOR THE TEACHER

This bingo-type activity requires large index cards and dried beans. The activity is for students who can recognize handwritten sight words but have difficulty when sight words are shown in different styles of type and/or in different colors.

ACTIVITY

Select sixteen to twenty sight words. Cut these words from magazines, old workbooks, newspapers, and/or circulars. Use the words and the large index cards to prepare bingo cards. Ensure that each card has sixteen to twenty words on it; however, a single word may be used more than one time on a card. Use different styles of type and different colors on each card. Distribute the cards and the dried beans to the students. Direct students to listen as words are called and to cover those words on their cards with the dried beans. Tell students that the first person to cover all of the words in one row is to say "Sight--0." Ask this person to remove the beans from the card one at a time and to say the words that have been covered. If the words have been called, declare that person the winner.

VARIATION: Ask students to listen as sentences are read. Explain that each sentence contains one of the words on their cards. Tell students to find the selected words on their bingo cards and cover them with beans. Direct the students to say "Cover-Up" when all words on their cards have been covered with beans.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD RECOGNITION
OUTCOME: 2. Identify words used in daily life activities. (Wilson's Essential Vocabulary) (4,5,6)

NOTES FOR THE TEACHER

A comprehensive list of Wilson's Essential Vocabulary is required for preparation of this activity. Print fifteen words from the list on the chalkboard or on a poster. Ensure that the words are large enough for all students to see. Assist students in pronouncing the selected words correctly and in learning the meanings of the words prior to the activities.

ACTIVITY 1

Point to one of the words printed on the chalkboard or poster, and ask, "Where am I?" Select one student to answer the question by telling where the word might be seen and what it means. Continue the process with the other words.

VARIATION: Point to one of the words on the chalkboard and ask, "What should I do?" Select a student to explain what the word means and what action should be taken.

ACTIVITY 2

Have each student write a simple short story that contains the words on the chalkboard. Direct students to listen as each story is ready and to raise their hands each time one of the words on the list is heard.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD RECOGNITION
OUTCOME: 3. Identify new words in content areas. (4,5,6)

NOTES FOR THE TEACHER

Words to be emphasized in content areas are determined by what is being studied. Word recognition implies that students have previous knowledge of and a degree of familiarity with the word. Activities that require rapid recognition of vocabulary in a content area tend to increase students' recognition of those words.

ACTIVITY 1

Select content-area words to be studied. Prepare a work sheet using eight to ten of the study words. In a horizontal line, write or type at least five words with similar configuration. Randomly place each word to be studied twice per line. Pronounce each study word aloud, and have students circle the word each time it appears on the line.

Example:

Astrology (study word)

1. astrology astronomer astrologer astronomical astrology

Conservation (study word)

2. constellation conservation condensation construction conservation

For a higher degree of difficulty on a second work sheet, have students circle the word that repeats the first word.

Example:

1. diagram diagnose diagonal diagram diagnostic
2. foliage foliate foliar foliage foliation

ACTIVITY 2

Write the phonetic respellings of selected words from content areas in one column. Write the correct spellings of these words in a second column. Have students match the number for the phonetic respelling from Column I in the correct blank of Column II. Have different students pronounce each word.

Example:

	Column I		Column II
1	pĕn - tăm´ ĭ - tər	2	A. pentacle
2	pĕn´ tə - kəl	3	B. pentathlon
3	pĕn - tăth´ lən	1	C. pentameter

ACTIVITY 3

Write selected content-area words on index cards. Divide the class into two teams. Show word cards one at a time to each team. If a word is correctly read, give the card to the team. Acknowledge the team with the most cards as the winner.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD RECOGNITION
OUTCOMES: 4. Recognize similarities between unknown words and known words. (4,5,6)
6. Recognize compound words, root words, suffixes, prefixes, plurals, hyphenated words, and contractions. (4,5,6)

NOTES FOR THE TEACHER

Many words have either a prefix or a suffix added to a root word, which forms a new word with a different meaning. Students often know a root word but have difficulty reading and understanding the word when the form has been altered in some manner. Activities centered on examining root words and understanding the meanings of various prefixes and suffixes greatly improve students' abilities to read and understand altered word forms.

The following activities require index cards or construction paper and newspapers for student use.

ACTIVITY 1- OUTCOMES 4 AND 6

In advance of the activity, prepare the following sets of cards using index cards and two different colors of ink or two different colors of construction paper. Write each word on a separate card.

COLOR #1		COLOR #2	
after	bill	noon	fold
air	clothes	line	line
air	day	mail	dream
air	gold	port	fish
apple	grass	sauce	hopper
base	hand	ball	cuff
basket	jelly	ball	fish
bath	mid	room	night
news	over	paper	coat
play	over	mate	pass
rail	sun	road	flower
sun	wind	rise	mill

ACTIVITY 1 - OUTCOMES 4 and 6 (Continued)

Place the Color #1 cards face down in one stack and the Color #2 cards face down in another stack. Select a group of two to four students to play a game called "Glue Two Together." Instruct the students to play the game using the following rules:

RULES FOR PLAYING "GLUE TWO TOGETHER"

1. The first player draws one card from each stack. If the cards make a compound word when placed side by side, the player places them on the table face up and says the word.
2. If the cards do not make a compound word, the player may return either one card or both cards to the bottom of the proper stack(s). If only one card is returned, the player may draw only one card from the same stack at his or her next turn.
3. The second player draws one card from each stack. If the cards make a compound word when placed side by side, the player places them on the table and says the word.
4. If the cards do not make a compound word, the player may return either one card or both cards to the bottom of the proper stack(s). If only one card is returned, the player may draw only one card from the same stack at his or her next turn.
5. Play continues in this way with players taking turns until all cards have been matched to make compound words.
6. Players receive one point for each card they have placed on the table before them. The player with the most points wins the game.
7. Players may check the correctness of any disputes by looking up the compound words in a dictionary.

ACTIVITY 2 - OUTCOMES 4 and 6

In advance of this activity, prepare the following sets of cards using index cards and two different colors of ink or two different colors of construction paper. Write each word on a separate card.

ACTIVITY 2 - OUTCOMES 4 and 6 (Continued)

COLOR #1		COLOR #2	
I'm	we've	I am	we have
you're	let's	you are	let us
we're	we'll	we are	we will
they're	can't	they are	cannot
he's	don't	he is	do not
she's	won't	she is	will not
it's	aren't	it is	are not
that's	wasn't	that is	was not
there's	didn't	there is	did not
I'd	they'd	I would	they would
I've	you'll	I have	you will

Place the Color #1 cards face down in one stack and the Color #2 cards face down in another stack. Select a group of two to four students to play a game called "Contraction Rummy." Instruct students to play the game using the following rules:

RULES FOR PLAYING "CONTRACTION RUMMY"

1. Each player, in turn, draws two cards from each stack.

2. The first player looks at the four cards he or she has drawn, and if two of the cards are a match, the player places them on the table and reads them aloud. The player keeps the two remaining cards.
   NOTE: A match is composed of a contraction from one stack and the two words it represents from the other stack.

3. If the player does not have a match, he or she returns one card to each of the appropriate stacks and keeps the two remaining cards.

4. The other players draw four cards and either make matches or return cards to the stacks in the same manner.

5. On the second round, each player draws only one card from each stack and once again either makes a match or returns a card to each stack.

ACTIVITY 2 - OUTCOMES 4 and 6 (Continued)

RULES FOR PLAYING "CONTRACTION RUMMY" (Continued)

6. The game continues in this way until all matches have been made and no cards remain in the stacks.

7. Players receive one point for each card they have placed on the table before them. The player with the most points is the winner of game.

ACTIVITY 3 - OUTCOME 6

Group students in pairs. Give each pair of students a different newspaper article. Direct students to read the article and follow the directions below:

1. Find and circle 15 nouns.
2. List the 15 nouns on a sheet of paper.
3. If the nouns on the paper are singular in form, write the plural form of each.
4. If the nouns on the paper are plural in form, write the singular form of each.
5. Select five examples to write on the chalkboard, and read the examples to the class.

ACTIVITY 4 - OUTCOME 6

Make the following chart for use with this activity.

RULES FOR USING HYPHENS

Hyphens are used when:

1. A number is made up of two words (twenty-four).

2. Two words are combined to describe a noun (red-haired boy).

3. A noun and a prepositional phrase are combined to make a compound noun (mother-in-law).

ACTIVITY 4 - OUTCOME 6 (Continued)

Display the chart, and discuss the rules with the students. Ask the students for other examples, and write these on the chalkboard. Provide examples for each of the rules, but leave out the hyphens. Ask students to place the hyphens in the correct places and read the rule that applies.

Examples:

fifty nine, last minute telephone call, don't care attitude, two family house, sister in law, jack in the box, thirty one, drive in restaurant

ACTIVITY 5 - OUTCOMES 4 and 6

Before beginning this activity, prepare the following poster and display it where all of the students can see it:

A PREFIX + A ROOT WORD = A NEW WORD
A ROOT WORD + A SUFFIX = A NEW WORD
A PREFIX + A ROOT WORD + A SUFFIX = A NEW WORD

Common Prefixes

anti--against
in--not, into
non--not
pre--before
re--again
sub--under
super--more than
tri--three
un--not, opposite
under--below

Common Suffixes

able--capable of
er--one who, more "in degree"
est--most "in degree"
ful--full of
less--without
ly--in the manner of
ment--state of, action or process
ness--state of being
tion--state of being
y--state or quality of

Discuss prefixes, suffixes, and root words with students, and give them opportunities to find examples. Ask students to give the meanings of their examples by using the poster as a guide.

ACTIVITY 5 - OUTCOMES 4 and 6 (Continued)

Examples:

antifreeze, supermarket, tricycle, happily, kinder, prettiest, reliable, helpless, submarine, prewashed, unnecessary, running, happiness, painter

Group students in pairs, and give each pair a short passage from a newspaper article or a magazine story. Ask students to find words that have prefixes and/or suffixes and list them on a sheet of paper. Tell students to be prepared to list five of their words on the chalkboard and define them for the class. Add other prefixes and suffixes to their lists from time to time.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD RECOGNITION
OUTCOME: 5. Use context clues for word recognition. (4,5,6)

NOTES FOR THE TEACHER

Although most writers make reference to the types of context clues (definition, synonym, comparison, contrast, and summary), students do not need to learn the technical terms used to describe the different types. Emphasis should be placed on studying the relationship of the unfamiliar word to the known words in the sentence or paragraph.

ACTIVITY 1

Prepare a work sheet with a series of sentences, each sentence having a key word underlined. Write three or four words below each sentence, one of which means the same as the underlined word. Have students circle the synonym.

Example:

The king decided to renounce his throne in order to live as an artist.

accept give up paint destroy

ACTIVITY 2

Write a series of sentences in which the unfamiliar word is defined elsewhere in the sentence. Have students compare the given meaning of the unfamiliar word with one in the dictionary.

Example:

A spectrum is a band of colors, such as a rainbow.

ACTIVITY 3

Select a paragraph from a textbook in which a word is used several times. Reproduce the paragraph (acknowledge the source), and delete the word each time it appears. Have students read the paragraph and supply the missing word. Discuss the various answers offered. Ask for explanations of the ways in which students determined the missing word.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD RECOGNITION
OUTCOME: 7. Correctly pronounce words with unusual characteristics: silent letters, digraphs, irregular letter-sound relationships. (4,5,6)

NOTES FOR THE TEACHER

In advance of this activity, prepare a set of word cards that contains examples of words with unusual characteristics (silent letters, digraphs, irregular letter-sound relationships). Ensure that the words are appropriate for the ability levels of the students. Place the word cards in a box in front of the classroom. Label the box: SAY IT RIGHT AND WIN.

ACTIVITY

Divide the students into two teams. Ask one member from each team to come to the front of the classroom. Direct the student representing Team #1 to draw a card from the word box and hand it to the student representing Team #2. Ask the student from Team #2 to pronounce the word on the card clearly and correctly so that all the students can hear it. If the word is pronounced correctly, award Team #2 with two points. If the word is not pronounced correctly, allow the student representing Team #1 an opportunity to do so. If the Team #1 representative pronounces the word correctly, award that team with one point. If neither student is able to pronounce the word correctly, have students return the card to the word box. Continue the activity in this manner using members from the two teams. When one team has scored twenty or more points, declare that team the winner of the game.

ACTIVITY (Continued)

SUGGESTIONS FOR WORDS

acre
acreage
andiron
asthma
bazaar
blackguard
boatswain
buoy
business
chief
choir
comptroller
cough
could
cupboard
do
drachm
eight
enough
everyone
eye
forecastle
gnaw
handkerchief
handsome
hour
iron
isthmus
knew
know
limb
love
lucre
myrrh
once
one
phone
quay
rough
sapphire
someone
steak
sure
sword
their
trough
was
who
worsted
yeoman

AREA: WORD MEANING
OUTCOME: 1. Use contextual clues to derive word meanings. (4,5,6)

NOTES FOR THE TEACHER

One method of learning the meanings of new words is using a dictionary. Often, however, students determine word meaning from the context in which a word is used. In Activity 1 students are given a chance to be creative and to have fun with nonsense words and context clues.

ACTIVITY 1

On large cards, write sentences containing nonsense words. Underline the nonsense words. Use the following sentences as examples:

1. The mother skreek flew toward her nest, carrying a worm for her babies.
2. I saw a spormous leopard racing across the clearing toward us.
3. I splithered across the pool when the signal was given to begin the race.

Ask the students to suggest meanings for the underlined words based on the context in which they are used. Group students in pairs, and direct each group to write two sentences containing nonsense words to share with the class. Ask each group to select one sentence to write on the chalkboard for class discussion.

ACTIVITY 2

On large cards, write sentences containing words that may be unfamiliar to the students. Use the words in a context that the students will understand. The following sentences are examples:

1. A torrent of water rushed into the village when the dam broke.
2. The fledgling fell from the nest as it was learning to fly.
3. We must repair the ship before we embark on our voyage.

Ask students to suggest meanings for the underlined words and give reasons for their answers.

ARE: WORD MEANING
OUTCOME: 2. Recognize the literal meanings of words. (4,5,6)

NOTES FOR THE TEACHER

The literal meaning of a word is the actual or exact meaning. Encourage students to consult a dictionary if the literal meaning of a word is difficult to determine from the way it is used in a sentence.

ACTIVITY 1

Prepare a work sheet similar to the example below. Have students circle the letter of the word or phrase that best matches the meaning of the underlined word.

Example:

1. Something fragile is

   (a) easy to break
   (b) entertaining
   (c) pleasant and calm
   (d) different

2. To circulate is to

   (a) pull sharply
   (b) tighten greatly
   (c) move about
   (d) climb or go upward

ACTIVITY 2

On the chalkboard or a chart, write sentences with an underlined word in each sentence. Write at least three words or phrases below each sentence with one of the words or phrases having the same meaning as the underlined word.

Example:

We visited the planetarium on our class excursion.

long vacation   serious event   short trip

Ask students to select the word or phrase below each sentence that has the same meaning as the underlined word. Instruct students to consult the dictionary or thesaurus when necessary.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD MEANING
OUTCOME: 3. Recognize and supply synonyms and antonyms for specific words. (4,5,6)

NOTES FOR THE TEACHER

Activities 1 and 2 may be implemented with either synonyms or antonyms. Activity 2 is especially effective for above average students who may finish assignments quickly and need additional activities.

Synonyms and antonyms should be written on word cards prior to implementing both activities.

ACTIVITY 1

Reserve one section of the chalkboard and title it "Wear a Matched Set." Print the following words on index cards, one word on each card:

have
possess
one
single
like
enjoy
call
shout

little
small
name
title
large
huge
close
shut

go
leave
find
locate
stop
halt
try
attempt

below
under
boy
lad
car
auto
come
arrive

Place the cards in a box, and ask each student to draw one card. Ensure that the box contains a synonym for each word. Direct students to circulate the room until they find someone with a synonym that matches their word. Tell students when they find a synonym match, they are to write the matching words on the chalkboard, return the cards to the box, and take their seats. After all cards have been matched and the words have been written on the chalkboard, review the words with the students.

ACTIVITY 2

Print the following words on index cards, one word on each card:

with
without
like
dislike
asked
told
mother
father
over
under
leave
arrive
close
open
most
least
friend
enemy
light
dark
work
play
long
short
first
last
great
small
help
hurt
hard
soft
get
give
something
nothing
sound
silence
much
little
right
wrong
right
left
never
always
add
subtract

Have two to four students sit in a circle to play this game according to the following rules:

RULES FOR PLAYING OPPOSITES ATTRACT

1. The cards are placed face down in the middle of the circle.
2. Each student draws five cards from the stack.
3. The card on the top of the stack is turned over and placed beside the stack.
4. Any player who has an antonym for that word says "Antonym" and shows the correct card from his or her hand.
5. If the player is correct, both cards are placed in the discard pile.
6. If the player is not correct, both cards are kept in the player's hand.

The game continues in this manner until one student has no cards left and is declared the winner of the game.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING AND WRITING

STRAND: READING

AREA: WORD MEANING
OUTCOME: 4. Recognize and use figurative language, such as metaphors, similes, and idioms. (4,5,6)

STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 22. Use similes, metaphors, personification, and alliteration in writing. (5,6)

NOTES FOR THE TEACHER

Refer to WRITING: PLANNING/ORGANIZING/COMPOSING; OUTCOME 22 on page 214.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD MEANING
OUTCOME: 5. Identify colloquial expressions in written materials. (4,5,6)

NOTES FOR THE TEACHER

A colloquial expression, or colloquialism, is a regional expression or a dialect that is used in a specific area of the state or the country. Colloquialisms are used in very informal situations where persons understand their special meanings. Before beginning this activity, discuss colloquial expressions with the students and write examples on the board for discussion.

ACTIVITY

Give students a copy of the following story with the colloquialisms underlined as shown. Ask students to read the story and write the meaning of each underlined expression on a separate sheet of paper.

A STOOPID STORY

The rain was a gullywasher. In fact, it was a toad strangler for sure. Jim Dandy put on his high water pants, toted his Sunday-go-to-meetin' sneakers in a poke, and hightailed it down the pike to make a picture. "Hey, you young whippersnapper," hollered Yosemite Sam, "How're y'all?"

"Fair-to-middling, I guess. But my fox is mad at me so I'm gonna give her an awesome present," Jim answered.

"My better-half says you gotta get your ducks in a row, Jim-Boy, or she'll give you the gate," Sam advised.

"When she sees that awesome photo, it'll all come out in the wash," Jim said. "See you later, alligator!"

ACTIVITY (Continued)

KEY TO A STOOPID STORY

Discuss the following meanings of the colloquialisms underlined in the story with the students:

1. Gullywasher - a hard rain
2. Toad strangler - a very long, hard rain
3. High water pants - pants with legs that are too short
4. Toted - carried
5. Sunday-go-to-meetin' - best
6. Sneakers - tennis shoes
7. Poke - a sack or a satchel
8. Hightailed it - moved in a hurry
9. Pike - a road
10. Make a picture - to have a picture taken by a photographer
11. Hey - hello
12. Whippersnapper - a small, unimportant person
13. Hollered - to yell or shout in a loud voice
14. Y'all - you all or you
15. Fair-to-middling - all right or okay
16. Fox - a pretty, young woman
17. Gonna - going to
18. Awesome - wonderful
19. Better-half - a husband or a wife
20. Get your ducks in a row - the same as get your act together or get everything straightened out
21. Jim-Boy - slang way of saying Jim
22. Give you the gate - quit going out with you or dating you
23. Come out in the wash - be all right or fine
24. See you later, alligator - goodbye or I'll see you another time
25. Stoopid - stupid or silly

VARIATIONS:

1. Group students and ask them to write two sentences containing colloquialisms and to share their sentences with the class.

2. Ask students to watch a specific television program in which colloquialisms are used. Have students make a list of the colloquialisms they hear. Discuss the colloquialisms and their meanings with the students the following day.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD MEANING
OUTCOME: 6. Define and identify homophones and homographs. (4,5,6)

NOTES FOR THE TEACHER

Homophones are words that have the same pronunciation but different meanings and spellings. Homographs are words that have the same spelling but different pronunciations and meanings.

A small box and index cards are needed for each activity.

For Activity 1, write sentences on separate cards with an omitted homophone in each sentence. Place the cards in a small box.

Example:

We went to the county _____. (fair, fare)

For Activity 2, write sentences on separate cards with an underlined homograph in each sentence. Place the cards in a small box.

Example:

The teacher read a ghost story to the students.

ACTIVITY 1

Divide the class into two teams. Have a member from each team come to the front of the classroom. Select one of the students to draw a sentence card with an omitted homophone from the box, read the sentence on the card, and choose the correct answer. If the answer is correct, have the student record one point for his or her team on the chalkboard. If the answer is not correct, have the student replace the card in the box. Repeat this procedure with the student from the other team. After each student has had a turn, declare the team scoring the most points the winner.

ACTIVITY 1 (Continued)

Suggestions for homophones to be used:

ad--add
eye--I
dye--die
flour--flower
lie--lye
vein--vane
to--too
aisle--I'll
air--heir
earn--urn
foul--fowl
know--no
rowed--road
chord--cord
bare--bear
cent--sent
creek--creak
groan--grown
mail--male
sea--see
we--wee
beat--beet
serial--cereal
chews--choose
hour--our
main--mane
sum--some
we'd--weed
bow--beau
cell--sell
fir--fur
knot--not
pale--pail
tail--tale

ACTIVITY 2

Divide the class into two teams. Have a member from each team come to the front of the classroom. Select one of the students to draw a sentence card with an underlined homograph from the box and read the sentence on the card with correct pronunciation of the underlined homograph. If the homograph is pronounced correctly, have the student record one point for his or her team on the chalkboard. If the homograph is not pronounced correctly, have the student replace the card in the box. Repeat this procedure with the student from the other team. After each student has had a turn, declare the team scoring the most points the winner.

Suggestions for homographs to be used:

record
protest
recess
refuse
reject
relay
object
extract
convict
lead
live
wind
contract
permit
content
import
contest
rewrite
invalid
project
minute
conduct
console
digest
subject
suspect
survey
escort
complex

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD MEANING
OUTCOME: 7. Consult a dictionary or glossary to determine the meaning of unknown words. (4,5,6)

NOTES FOR THE TEACHER

Dictionaries are needed for this activity.

ACTIVITY

Divide the class into groups of four to six students. Select a leader for each group. Have each group leader choose a word from the dictionary, say the word to the group members, and use the word in a sentence. Direct the students in each group to write what they think the word means and the leader to write the actual meaning of the word as shown in the dictionary. Direct each group leader first to read aloud the dictionary definition of the word and then read aloud the students' definitions. Ask the students in each group to decide which of the definitions are correct. Award one point for each correct definition. The group scoring the highest number of points is declared winner of the game after a specified time limit.

LANGUAGE ARTS
GRADES 4-6
STRANDS: READING AND LISTENING

STRAND: READING

AREA: WORD MEANING
OUTCOME: 8. Recognize and use imagery. (4,5,6)

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 6. Identify and interpret imagery and figurative language. (4,5,6)

AREA: APPRECIATION
OUTCOME: 5. Identify examples of imagery. (4,5,6)

STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOMES: 20. Identify figurative language. (4,5,6)
26. Identify figures of speech. (4,5,6)

NOTES FOR THE TEACHER

Refer to READING: INFERENTIAL COMPREHENSION; OUTCOME 6 on page 147.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: WORD MEANING
OUTCOME: 9. Identify correct usage of multimeaning words. (4,5,6)

NOTES FOR THE TEACHER

Make the following sets of cards in advance of this activity: sentence cards in one color and word definition cards in a second color. Omit the numbers on the word definition cards. Numbers are included on page 113 as a key to the meaning of the underlined word in each sentence.

SENTENCE CARDS - COLOR #1

1. The plant closes at five o'clock.
2. We will plant new flowers in the spring.
3. The wind blows in from the sea at night.
4. The blows to his head knocked him out.
5. Hold your arm up over your head.
6. Selling arms to enemy countries is against the law.
7. I always keep my money in the bank.
8. I sat on the bank fishing in the moonlight.
9. I stopped at the store to get a chop for my dinner.
10. A karate chop can cause injury.
11. Is it time for chow yet?
12. Some people prefer to own a chow rather than a poodle.
13. My mother keeps her china in the buffet.
14. Christmas dinner was served buffet style
15. I am a fan of Neil Diamond.
16. Use the fan to circulate the air in your room.
17. Be careful of your game leg when you play football.
18. A football game is my idea of the perfect pastime.
19. I don't trust people who hide things from me.
20. A hide can be used to make warm clothing for winter weather.

NOTES FOR THE TEACHER (Continued)

WORD DEFINITION CARDS - COLOR #2

1. Factory
2. Place or set out
3. Sends forth a stream of air
4. Forcible stroke
5. Body part
6. Weapons
7. Place of financial business
8. Rising land bordering a river
9. Small cut of meat
10. Irregular motion
11. Slang word for food
12. Kind of dog
13. Cabinet for line and dishes
14. Self-serve meal
15. Admirer
16. Device to stir the air
17. Lame
18. Fun-type activity
19. Conceal, keep out of sight
20. Animal skin

ACTIVITY

Select a group of two to four students for this activity. Give the group the two sets of cards and explain to them that they are to play a game called "Match the Meaning" according to the rules listed below. Provide a score sheet on which students may record their scores.

RULES FOR PLAYING "MATCH THE MEANING"

1. Color #1 cards are placed in one stack and Color #2 cards are placed in another stack.
2. Player #1 draws one card from each stack and reads the cards aloud.
3. If the word meaning on the Definition Card matches the underlined word on the Sentence Card, the player lays the cards on the table and says, "I've matched the meaning." The player may record two points on the score sheet if the answer is correct.
4. If the word definition does not match the underlined word, the player returns both cards randomly within the correct stacks and receives no points.
5. Play continues until all cards have been matched with the correct definitions.
6. The player with the most points wins the game.

VARIATION: Give one half of the students Sentence Cards and the other half of the students Definition Cards. Direct students to find the match for their cards without talking.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: PHONETIC ANALYSIS

OUTCOMES:
1. Identify the consonant sounds in words. (4,5,6)
2. Identify two- and three-letter consonant clusters in words. (4,5,6)
3. Identify sounds represented by consonant digraphs. (4,5,6)
4. Identify words with the same consonant and vowel sounds represented by same or different spellings. (4,5,6)
5. Identify the short vowel sounds represented by one or more vowel letters. (4,5,6)
6. Identify the long vowel sounds represented by one or more vowel letters. (4,5,6)
7. Identify silent letters, diphthongs, the schwa, and r-controlled vowel sounds. (4,5,6)
8. Identify variant vowel sounds. (4,5,6)

NOTES FOR THE TEACHER

Words from the Word Lists on pages 115 should be used for the activities associated with Outcomes 1-8. The three activities should be used for all of the outcomes; however, one outcome at a time should be incorporated into the activities. After students become skilled in each of the outcomes, activities may contain several or all of the outcomes combined.

ACTIVITY 1 - OUTCOMES 1, 2, 3, 4, 5, 6, 7, and 8

Print each word from one of the word lists on a card, and place the cards in a box. Ask students, in turn, to draw a card from the box, read the word on the card, and say another word with the same sound. If the word on the card is pronounced correctly and another word with the correct sound is given, let the student keep the card. If the answers are incorrect, have the student return the card to the box. At the end of a selected time period, declare the student with the most cards the winner of the game.

ACTIVITY 2 - OUTCOMES 1, 2, 3, 4, 5, 6, 7, and 8

Give each student one-half page of a newspaper. Write one to five graphemes on the chalkboard, and have students find three words in the newspaper that have the same sound as each of the graphemes shown on the chalkboard. Ask students to cut the words from the newspaper and paste them on a sheet of paper. Have students read their words to the class.

ACTIVITY 3 - OUTCOMES 1, 2, 3, 4, 5, 6, 7, and 8

Use poster board or heavy cardboard to draw a large hopscotch pattern. Laminate the pattern so that students can stand on it. On each square of the pattern, place a card with one of the words from one of the word lists written on it. Have students play hopscotch by saying the words on the squares as they stand on them. Make the game more difficult by having students say the word on the square and give another word with the same sound. Award each student five points for successful completion of the pattern. Declare the student having the most points as the winner of the game.

WORD LISTS

Consonant Sounds

baby, ball, bang, belt, bike, by, color, come, city, cereal, dinner, day, dollar, down, dad, duck, fall, feel, finger, foot, five, get, give, gave, go, game, gentle, giant, gelatin, happy, hot, help, hand, had, hat, hard, job, jacks, jingle, key, kitten, little, like, lamb, listen, man, make, money, made, name, no, never, pay, paper, pet, pig, pie, rang, rat, race, run, rose, see, saw, save, sorry, said, sing, take, tail, ten, time, table, very, visit, vase, wash, well, wait, water, we, yard, yellow, yes, young, you, your, zebra, zipper, zoo

Two- and Three-Letter Blends (Consonant Clusters)

bread, bridge, brown, cross, creek, cry, drink, dress, drugs, drive, friends, frog, fruit, glass, glossary, gleam, green, grandma, grass, pretty, proud, president, trees, train, truck, black, blue, block, class, clothes, club, flower, flag, plant, plane, plate, play, score, scout, shrill, shrimp, sleep, slowly, spot, sports, space, splash, splendid, spread, sprout, squash, square, store, stop, step, smile, smoke, snake, snow, skate, sky, swimming, sweater, sweep, swing, straight, string, screen, scratch, schedule, scholar, school, thread, three, threw, twist, twelve

Consonant Digraphs

where, what, why, when, church, children, chop, phone, phantom, pharmacist, there, then, they, than, though, shirt, short, shoe, third, thin, thank

Short Vowel Sounds

dad, mad, add, black, fast, egg, elephant, west, end, step, chest, it, fit, is, sit, mix, pick, in, hot, pop, stop, October, pod, up, umbrella, sun, cut, much, puppy, but

Long Vowel Sounds

pay, say, ape, pain, day, eat, tree, team, beets, bike, die, mice, pies, goat, open, coat, rope, over, cute, use, uniform

R-Controlled Vowel Sounds

car, bar, her, heart, dear, deer, earth, skirt, thirsty, for, war, door, orbit, orange, dirt, survive, turkey

Silent Letters

know, knot, gnat, write, wrong, wrist, weigh, through, light

Dipthongs

crowd, chowder, oyster, employer, oil, voice, ounce, count, audience, daughter, awesome, dew, chew

Schwa Sounds

amount, effective, item, pupil, circus, observe

Other words may be found in basal readers on the appropriate grade levels for the students.

AREA: STRUCTURAL ANALYSIS

OUTCOMES: 1. Divide words into syllables using the following syllablication rules:

   a. vc-cv
   b. v-cv
   c. vc-v
   d. c+le (4,5,6)

3. Divide words into syllables using the following syllabication rules:

   a. The letter x always goes with the preceding vowel to form a syllable.
   b. The letters ck go with the preceding vowel to form a syllable.
   c. Blends are not divided.
   d. The letter r goes with the vowel that precedes it.
   e. Each syllable must contain a vowel or a vowel sound. A single vowel may be a syllable. (4,5,6)

NOTES FOR THE TEACHER

Use words that students recognize when teaching a syllabic rule. Select unfamiliar words when students practice the rule. Show students that visual clues in words can help them apply rules or generalizations. Remember that it is more important for students to apply the rule in pronouncing the word than it is for them to recite the rules.

ACTIVITY

When the first vowel in a polysyllabic word is followed by two consonants and a vowel, divide between the two consonants.

Example:

vc-cv
donkey - don-key

vc-cv
contact - con-tact

ACTIVITY (Continued)

Write several familiar words on the chalkboard with the vc-cv pattern. Have students pronounce each word and tell where it should be divided. Ask students if they can determine the pattern in each word. Lead students to observe the vc-cv pattern. Have students develop the syllabication rule. Write several unfamiliar words on the chalkboard that could be divided using the vc-cv pattern. Remind students of the vc-cv rule. Have students tell where these words should be divided.

For an independent activity, write several words on the chalkboard with the vc-cv pattern and several without this pattern. Have students copy all words but divide only the words with the vc-cv pattern.

Use this same activity to develop the other syllabication rules in Outcome 1 as well as the rules in Outcome 3.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: STRUCTURAL ANALYSIS
OUTCOMES: 2. Distinguish the base word from any affixes. (4,5,6)
4. Divide words with prefixes and suffixes into syllables. (4,5,6)

NOTES FOR THE TEACHER

This activity should be introduced after the activities are implemented in Outcomes 1 and 3 of Structural Analysis. The activity should be used after the students can divide most common words into syllables with ease.

Before beginning this activity, review prefixes and suffixes with students, as taught in Outcome 6 of Word Recognition.

ACTIVITY

Using the following list, write each word on the chalkboard.

sunny
preview
recover
bypass
lemonade
funny
eaten
afire
illegally
enjoyable
eastern
national
extracurricular
neglected
freedom
fatter
rewrite
export
disagreement
teacher
extremely
antiwar
midyear
horsemanship
careless

Direct students to copy each word as it is written on the chalkboard. Ask students to look at the beginning of the word and draw a circle around the prefix if one is present. Next, direct the students to look at the ending of the word and draw a circle around the suffix if one is present. Now, direct students to look at the remaining portion of the word and pronounce the base word. Finally, direct students to divide the base word into syllables, using rules previously studied.

VARIATION: For more words to use in this activity, use examples from science, social studies, reading texts, or library books.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

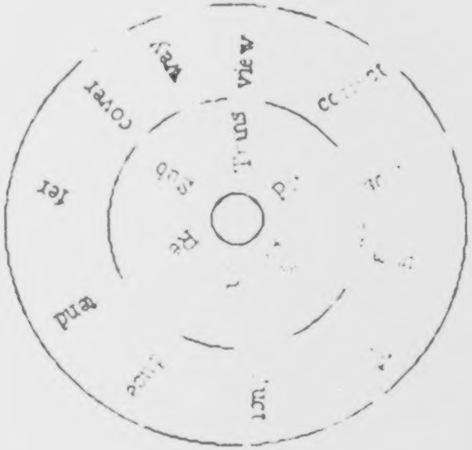
AREA: STRUCTURAL ANALYSIS

OUTCOME: 5. Identify accented syllables by applying the following rules:

- **a. Affixes are seldom accented.**
- **b. The accent is usually on the root word.**
- **c. The first syllable of a two-syllable word is usually accented, unless it is a prefix. (4,5,6)**

NOTES FOR THE TEACHER

This activity requires preparation of a prefix-root wheel and a root-suffix wheel. Each type of wheel may be made from two circles of poster board or two paper plates. The larger circle should be twelve inches in diameter and the smaller circle should be seven inches in diameter. A brad should be used to fasten the two circles together. An illustration of such a wheel is shown below. Also, prepare a chart with rules for accenting syllables such as those listed in Outcome 5.



ACTIVITY

Have students manipulate the two wheels to create words by combining each type of affix with root words. After a word has been identified, ask the students to discuss where the accent mark should be placed. Direct students to use dictionaries to check answers. Display the Accented Syllable Chart. Have students apply these rules to each word printed on the two prepared wheels.

AREA: LITERAL COMPREHENSION
OUTCOME: 1. Identify key words and topic sentences in written passages. (4,5,6)

NOTES FOR THE TEACHER

Key words or phrases in a written passage refer to the topic or main idea. Key words are helpful in distinguishing significant from insignificant details in a paragraph. The main idea of a paragraph is the most important idea in the paragraph. Often one sentence, the topic sentence, tells the main idea of the paragraph. A topic sentence may be located at the beginning, the middle, or the end of a paragraph.

ACTIVITY 1

Write several sentences on the chalkboard. Explain to students that key words or phrases help in understanding what the sentence is about. Ask students to identify the key words or phrases in each sentence. Discuss the students' answers.

Example:

I had an egg and a glass of milk for breakfast.

ACTIVITY 2

Explain to students that just as a sentence has key words, most paragraphs have a key sentence, usually called the topic sentence. The topic sentence summarizes the essence of the paragraph. Write a paragraph on the chalkboard that begins with the topic sentence. Have students read all the sentences in the paragraph, and ask them to identify the sentence that states the main idea. Explain to students that this is the topic sentence. Have students reread the paragraph and circle key words or phrases that extend the topic sentence. Follow the same procedure with topic sentences located in the middle or at the end of written passages. Include a paragraph in which there is no topic sentence, explaining to students that every paragraph does not have a topic sentence. Have students write a topic sentence for this paragraph.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: LITERAL COMPREHENSION
OUTCOME: 2. Distinguish between fiction and nonfiction in printed material. (4,5,6)

NOTES FOR THE TEACHER

Prior to this activity, discuss with students the definitions of fiction and nonfiction as follows:

Fiction-- Imaginative narrative writing designed to entertain...specifically, a type of literature, especially prose, as novels and short stories, but also including plays and narrative poetry.

NOTE: Fiction, or a fictional element, is found in many specific literary forms, as historical fiction, fables, fairy tales, folklore, legends, biographies, autobiographies, and other forms of nonfiction.

Nonfiction-- Prose designed primarily to explain, argue, or describe...specifically, a type of prose literature other than fiction.

NOTE: Nonfiction is often written for specific purposes, as in articles, diaries, journals, editorials, essays, and textbooks.

Taken from A Dictionary of Reading and Related Terms. Edited by Theodore L. Harris and Richard E. Hodges. Newark, Delaware: International Reading Association, 1981, pp. 117, 210. Used with permission.

Then provide examples of each type.

ACTIVITY 1

Take students to the school library and help them locate books of both fiction and nonfiction. Direct students to list the titles of three books or stories in each category and to give the authors' names and the call numbers. Have students read two pages from each book or story listed and tell them to be prepared to explain why each selection they have listed is fiction or nonfiction. Have students share their findings when they return to the classroom.

ACTIVITY 2

Make a list of five fiction and five nonfiction articles or books from the school library. Ask students to guess the category of each selection by reading the titles and to give a reason for their answers.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: LITERAL COMPREHENSION
OUTCOME: 3. Observe punctuation marks when reading in order to clarify the author's intent. (4,5,6)

NOTES FOR THE TEACHER

Place the following sentences on the chalkboard or on a transparency before beginning this activity.

1. Mary, Ann, Elizabeth, Lynn, and I had fun.
2. Mary Ann, Elizabeth Lynn, and I had fun.
3. Thomas said I won the prize.
4. Thomas said, "I won the prize."
5. Robert found his father in minutes. Everyone was united.
6. Robert found his father. In minutes everyone was united.
7. What's for lunch, Dad?
8. What's for lunch? Dad?
9. Susan yelled, "Johnny, watch out!"
10. "Susan!" yelled Johnny, "Watch out!"

ACTIVITY

Select different students to read each sentence aloud. Direct the students to read the sentences as they are punctuated. Direct the remaining students to listen as the sentences are read and determine the author's intent. Discuss the meaning of each sentence with the students.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: LITERAL COMPREHENSION
OUTCOMES: 4. Recognize irrelevant statements in a selection. (4,5,6)
8. Identify the sequence of events or ideas in a written passage. (4,5,6)

NOTES FOR THE TEACHER

Before beginning the following activity, discuss the meaning of relevant and irrelevant statements with the students. Also, discuss the importance of proper sequence of events or ideas in written materials.

ACTIVITY

In advance of this activity, print the following sentences on pieces of poster board. Do not number the cards.

CARD 1: Dwayne had always wanted to ask Melissa to go watch the junior high school team play basketball.
CARD 2: Since the very first day he saw her in the classroom, he had been interested in her.
CARD 3: She never seemed to talk to him, or look at him, or even act as if she knew his name after that first day.
CARD 4: After two weeks had passed, Dwayne finally got up his courage and said, "Hi!"
CARD 5: "Oh, hello," Melissa replied.
CARD 6: Melissa wore her red sweater to school every Tuesday.
CARD 7: "Would you--I mean--could I take you to the game Saturday?" Dwayne stammered.
CARD 8: "I thought you'd never ask me!" Melissa replied.

Choose eight student volunteers, give each one a card, and direct them to stand in the front of the classroom in random order. Tell the remaining students that one of the cards contains an irrelevant statement and should be eliminated. Ask the students to select the card they wish to eliminate and to rearrange the remaining cards in the correct sequence to make a story.

ACTIVITY (Continued)

Tell students holding cards to line up in the order directed by their classmates. Have a student read the story aloud to see if the other students approve the sequence.

VARIATION: Place students in small groups, and direct each group to write five sentences that make a story and one sentence that is an irrelevant statement. Have each group copy the six sentences, place them in random order, and exchange them with another group. Time the groups to see which group can complete a story in the shortest time.

AREA: LITERAL COMPREHENSION
OUTCOMES:
5. **Identify the main idea in a printed passage.** (4,5,6)
6. **Locate explicitly stated meanings and details.** (4,5,6)
7. **Find supporting details in written information through using _who_, _what_, _where_, _when_, _why_, and _how_.** (4,5,6)
11. **Summarize material read.** (4,5,6)

NOTES FOR THE TEACHER

The skills of identifying the main idea, locating supporting details, and summarizing written material are closely related. For this reason, the activity is designed to help students use and acquire proficiency in all of the skills in a step-by-step and orderly manner. The activity requires copies of _Little Red Riding Hood_ (or a similarly well-known fairy tale or folktale).

ACTIVITY

Give students copies of _Little Red Riding Hood_, and have them read the story silently. Discuss the story with students to check comprehension.

Prepare a work sheet similar to the one on the following page.

ACTIVITY (Continued)

LITTLE RED RIDING HOOD

MAIN IDEA

SUPPORTING DETAILS

WHO:

WHAT:

WHEN:

WHERE:

WHY:

HOW:

DETAILS

SUMMARY

ACTIVITY (Continued)

Explain to students that the main idea of a written passage is usually explained in one sentence that gives the central thought of the passage. Assist students in writing the main idea of Little Red Riding Hood.

Explain to students that supporting details are statements that are relevant to the main idea. Assist students in completing the information pertaining to supporting details.

Tell students that a summary is a concise or short review of information or a story that contains only the necessary facts. Assist students in writing a summary of Little Red Riding Hood in twenty-five to thirty words and containing no more than three sentences.

Show students a sample key for the work sheet LITTLE RED RIDING HOOD similar to the one on the following page.

At another time, review with students the procedures used with the activity for Little Red Riding Hood. Then divide students into groups of three to four students. Assign the groups to repeat the activity using different stories.

ACTIVITY (Continued)

LITTLE RED RIDING HOOD
Key

MAIN IDEA

Little Red Riding Hood had quite an adventure when she visited her grandmother.

SUPPORTING DETAILS

WHO: little girl in red cape

WHAT: attacked by mean wolf

WHEN: one day

WHERE: at grandmother's house

WHY:

HOW:

DETAILS

girl took goodies to ill grandmother
wolf hid in grandmother's bed
wolf killed by woodsman

SUMMARY

A little girl in red took goodies to her sick grandmother. She was attacked by a mean wolf. The wolf was killed by a kind woodsman.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: LITERAL COMPREHENSION
OUTCOME: 9. Categorize words and ideas. (4,5,6)

NOTES FOR THE TEACHER

Before beginning this activity, write the following words on the chalkboard.

Monday
father
year
jumping
cousin

month
Easter
sister
Friday
Hanukkah

running
day
Thanksgiving
Valentines Day
brother

Christmas
skipping
hopping
uncle
spring

mother
Tuesday
grandmother
fall
playing

ACTIVITY

Tell students that categorize means to group together things that are alike in some way. Have students take a sheet of paper and write the following headings across the top.

HOLIDAYS	FAMILY	ACTIVITIES	TIME	DAYS

ACTIVITY (Continued)

Tell students to write each word listed on the chalkboard in one of the categories. When all words have been written, ask students to explain reasons for their choices.

Example:

HOLIDAYS	FAMILY	ACTIVITIES	TIME	DAYS
Easter	father	jumping	year	Monday
Hanukkah	cousin	running	month	Friday

VARIATION: Divide the class into groups of three or four students each. Direct the groups to identify three words for each of the following categories: TELEVISION, FOOD, CARS, and SCHOOL. Have students list the words randomly on a piece of paper. Direct the groups to exchange their word lists and place the words from each group's list in the correct category. The group that completes the word lists first and has placed all words in the correct categories is declared the winner.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: LITERAL COMPREHENSION
OUTCOME: 10. Follow written instructions to complete a task. (4,5,6)

NOTES FOR THE TEACHER

Before beginning Activity 1, write the following directions on the chalkboard or prepare a copy for each student.

DIRECTIONS

1. Take one sheet of paper and write your first name in the top left hand corner.
2. Number from one to ten down the left side of the paper, skipping one line between each number.
3. Write your telephone number by number one.
4. Write your home address by number two.
5. Write your favorite food by number six.
6. Write my name by number nine.
7. Below number 10 sign your name in your very best handwriting.

ACTIVITY 1

Discuss with students the importance of reading directions carefully, completing one step of the directions at a time, and being certain to follow all steps accurately. Tell students to read and follow the directions on the chalkboard. Review student answers and discuss reasons errors were made.

ACTIVITY 2

Whenever written assignments are given to students, do not read the instructions to them. Instead, have students read the instructions silently, and then ask one or more students to tell what they are to do before they begin work.

LANGUAGE ARTS
GRADES 4-5
STRAND: READING

AREA: LITERAL COMPREHENSION
OUTCOME: 12. Locate the stated cause and the stated effect of an event or an action. (5,6)

NOTES FOR THE TEACHER

Before beginning this activity, write the following sentences on the chalkboard.

1. The cat ran up the palm tree to catch the bird it saw.
2. Whenever the dog saw a cat, he would run down the street after it.
3. I was so hungry that I ate my lunch in a hurry.
4. When the baby was asleep, people stayed very quiet.
5. We are going to eat pizza to celebrate winning the ball game.
6. I can watch television late tonight because tomorrow is a holiday.
7. Joe is a good dancer, so I am glad I am going to the prom with him.

ACTIVITY

Discuss the meaning of "cause" and "effect" with students. Tell them that every event or action is generated by something that is called the "cause." The event or action itself is called the "effect." Have students divide a sheet of paper into two sections. Label one section "cause" and the other section "effect." Direct students to read the sentences on the chalkboard and write the action or event on the side of the paper marked "effect" and the cause of the action on the side of the paper marked "cause." Assist students with the first two sentences. When students have completed their work, discuss student answers.

ACTIVITY (Continued)

Example:

CAUSE	EFFECT
Because:	So:
1. The cat saw the bird.	1. The cat ran up a tree.
2. The dog saw the cat.	2. The dog ran down the street.

VARIATION: Have students write three cause and effect statements and label the cause and the effect of each.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING AND LISTENING

STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOME: 9. Distinguish between fact and fantasy. (4,5,6)

STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 1. Distinguish between fact, fantasy, and opinion. (4,5,6)

NOTES FOR THE TEACHER

Before beginning this activity, select a familiar story or book that students have recently read. Compose three factual statements, three fantasy statements, and three opinion statements based on the selected story. Write these nine statements on the chalkboard in random order. Also write the following definitions on the chalkboard:

Fact: something that is real; something that has been done and can be verified; something that is true

Fantasy: something that is imagined; something that is likely not true; something that is an illusion

Opinion: something that is believed

ACTIVITY

Discuss the definitions of fact, fantasy, and opinion with the students, using examples for each.

ACTIVITY (Continued)

Examples:

1. Men have landed on the moon several times. (Fact)
2. One astronaut took his dog with him on the trip to the moon. (Fantasy)
3. I believe it is too dangerous to try any more trips to the moon. (Opinion)

Direct students' attention to the nine statements on the chalkboard and ask them to decide whether each statement is a fact, a fantasy, or an opinion. Ask students to give reasons for their answers. Divide students into groups of three or four. Select another basal reader story, and have each group write one statement in each of the three categories and copy the statements on the board. Discuss the statements with the students as they distinguish facts, statements of fantasy, and opinions.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 2. Identify the mood of a selection. (4,5,6)

AREA: APPRECIATION
OUTCOME: 3. Identify the mood of a selection. (4,5,6)

NOTES FOR THE TEACHER

Writers or authors present various moods in their selections. The mood of a selection is usually determined by words the writer uses and also by the feelings the reader has after completing the selection. Some moods that writers create are humorous or funny, happy, sad, and mysterious or "spooky."

ACTIVITY

Discuss the definition of "mood" with students. Ask students to think of words that make them feel like laughing, feel happy, feel sad, and feel scared. Write the words on the chalkboard in the four categories, and have students discuss the feelings the words evoke within themselves. Direct the students to copy the following chart:

	FUNNY MOOD	HAPPY MOOD	SAD MOOD	SPOOKY MOOD
Name of Selection				
Mood Words	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

ACTIVITY (Continued)

Have students select stories and/or poems recently read and complete the appropriate columns with the titles of the selections and mood words that are included in the selections. Emphasize that a selection may elicit more than one mood. Discuss the chosen selections and the words with the students. Throughout the year, review the concept of mood and discuss the mood of various materials read by the students.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 3. Summarize a written passage. (4,5,6)

AREA: LITERAL COMPREHENSION
OUTCOME: 11. Summarize material read. (4,5,6)

NOTES FOR THE TEACHER

Refer to READING: LITERAL COMPREHENSION; OUTCOME 11 on page 129.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 4. Predict outcomes. (4,5,6)

NOTES FOR THE TEACHER

Before beginning this activity, discuss with students what it means to predict the outcome of a story or an event. Write the following items on the chalkboard in preparation for the activity.

BOARD #1: ACTION STATEMENTS

1. A man purchasing some grasshoppers
2. Mother getting out flour, sugar, and cherries and placing them on the cabinet
3. Father holding a piece of paper and looking as if he is angry
4. A tray upside down on the cafeteria floor
5. Red spots and a high fever
6. Ten pages of math problems
7. Happy people visiting shopping centers carrying packages, and singing songs
8. Twelve years of hard work and reading books
9. Reckless skateboarding

BOARD #2: OUTCOMES

A. Measles
B. Pie
C. No television
D. Christmas
E. Diploma
F. Three fish
G. Three D’s and an F
H. Broken arm
I. Paper towels and a map

ACTIVITY

Direct students’ attention to the chalkboard and tell them that they are to do an activity called "What's the Outcome?" Have students read a statement on Board #1 and select an outcome from Board #2 to predict what will happen as a result of the action. Ask students to explain the reasons for their selections. When all action statements and outcomes have been matched,

ACTIVITY (Continued)

discuss the results of the activity with the students. Stress the following points in the discussion:

1. Predictions are affected by each person's background and experience.
2. Since persons have not had the same background and experiences, their predictions may differ.
3. Predictions are not wrong. Further exploration of any action will indicate the result(s) of the action or the outcome(s). Any prediction is permissible, however, all facts given should be considered before a prediction is made.

In future reading assignments, have students make predictions as to what will occur as a result of actions of various characters or events.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 5. Identify character traits and interpret characters' feelings. (4,5,6)

AREA: APPRECIATION
OUTCOME: 4. Identify character traits and interpret characters' feelings. (4,5,6)

NOTES FOR THE TEACHER

This activity requires pictures that illustrate various examples of feelings, as expressed by body language and/or facial expressions.

ACTIVITY

Discuss character traits and feelings with students by using the examples below. Allow students to contribute other examples.

Character Traits

Lucy in "Peanuts" comic strip: angry, ill-humored, domineering
Charlie Brown in "Peanuts" comic strip: trusting, gentle, gullible
Superman: helpful, strong, super-human
Bill Cosby: humorous, warm, concerned
Bugs Bunny: mischievous

Feelings

happy, sad, surprised, nervous, confused, angry, frustrated, calm, bored, hurt, glum, irritable, scared, depressed

ACTIVITY (Continued)

Have students indicate the feelings of the characters based on their character traits.

Discuss with students how it is possible to tell how others feel by watching their facial expressions and body language. Display pictures or comic strips that show various emotions and ask students to identify how the people feel. Direct students' attention to the eyes, the mouth, and the position of arms or body of those in the pictures. Also, ask students for examples of events or things that cause them to feel various emotions.

Explain to students that artists and photographers reveal feelings through their subjects' facial expressions and body language, just as authors indicate feelings by the words they use. Use outside reading material to discuss character traits and feelings with the students.

LANGUAGE ARTS
GRADES 4-6
STRANDS: READING AND LISTENING

STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 6. Identify and interpret imagery and figurative language. (4,5,6)

AREA: WORD MEANING
OUTCOME: 8. Recognize and use imagery. (4,5,6)

AREA: APPRECIATION
OUTCOME: 5. Identify examples of imagery. (4,5,6)

STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOMES: 20. Identify figurative language. (4,5,6)
26. Identify figures of speech. (4,5,6)

NOTES FOR THE TEACHER

Write the following definitions and examples on the chalkboard.

IMAGERY	Use of vivid written descriptions that create pictures in the mind of the reader
FIGURATIVE LANGUAGE	Language enhanced by word images and figures of speech; creation of a picture with words
SIMILE	Figurative language comparing two things that are unlike, usually using the words "like" or "as"
METAPHOR	Figurative language comparing two things without using the words "like" or "as"
EXAMPLES	The road was a ribbon of moonlight. The flowers danced in the wind like rock stars on stage. He has a green thumb.

ACTIVITY 1 - READING: INFERENTIAL COMPREHENSION; OUTCOME 6
LISTENING: DISCRIMINATION/INFORMATION/ANALYZATION; OUTCOMES 20 and 26

Discuss with students how a figure of speech is a way to say one thing, but mean another. Explain that similes make a comparison by using either "like" or "as," while metaphors simply imply a comparison. Refer students to the definitions and examples on the chalkboard.

Read the following sentences aloud. Instruct students to identify the figures of speech and state their meanings.

1. The baby was as pretty as a picture.
2. Her hair is as black as midnight.
3. The tire is as flat as a pancake.
4. It was raining cats and dogs.
5. She was so dirty she looked like something the cat dragged in.

Discuss the students' answers, writing the figures of speech on the chalkboard if necessary. Direct students to think of other figures of speech and use them in sentences.

ACTIVITY 2 - READING: INFERENTIAL COMPREHENSION; OUTCOME 6
READING: WORD MEANING; OUTCOME 8
READING: APPRECIATION; OUTCOME 5
LISTENING: DISCRIMINATION/INFORMATION/ANALYZATION

Refer students to the definitions and examples on the chalkboard.

Select books of poetry for classroom use from the school library. Direct students to find at least two examples of imagery and figurative language in poems, to draw the pictures the words create in their minds, and to copy both the name of the poems and the line(s) from the poems below the drawings.

When future literature selections are read, ask students to identify any examples of imagery and figurative language they find.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 7. Use reading materials as a leisure-time activity, without a specific assignment. (4,5,6)

AREA: APPRECIATION
OUTCOME: 6. Read for enjoyment, without a specific assignment. (4,5,6)

NOTES FOR THE TEACHER

This activity requires the use of many kinds of reading materials other than basal readers or textbooks. It should be a relaxed, pleasant experience for students with no requirements and no grades given for the activity.

ACTIVITY

Plan a period of time for silent reading each day. Try to prevent intrusions or distractions during this period. Have a variety of library books, newspapers, and magazines available from which students may choose. If possible, set an alarm clock to signal the beginning of the period. Explain to students that they should have something selected to read before the alarm sounds, which will begin the silent reading period. Model good reading habits by reading during this daily period.

VARIATION: Periodically, allow students to share information from their reading.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 8. Recognize propaganda. (4,5,6)

NOTES FOR THE TEACHER

This activity requires examples of propaganda to use in a bulletin board display. Examples should include advertising words, slogans, and pictures from magazines and newspapers, as well as circulars that have been distributed to homes.

ACTIVITY

Cover a bulletin board with plain paper and place the title "DO YOU BELIEVE THIS?" at the top. Place samples of advertising that contains propaganda on the bulletin board. Discuss the definition of propaganda with students and direct their attention to the bulletin board. Have students read the material on the bulletin board and identify any propaganda words or slogans they find. Discuss with students where propaganda is often found and why so much of it exists today. Remove the material from the bulletin board and ask students to bring other examples of propaganda to replace it. As students bring material, allow them to place it on the bulletin board to share with their classmates.

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 9. Identify the theme of a selection. (4,5,6)

AREA: STUDY SKILLS
OUTCOMES:
4. Use a card catalog. (4,5,6)
5. Identify and use the parts of a book. (4,5,6)
9. Locate specific information by skimming and scanning. (4,5,6)
16. Use cross-referencing to locate sources of information. (5,6)

NOTES FOR THE TEACHER

This activity requires the use of trade books and poetry books as well as several hours of classroom instruction in the library.

ACTIVITY

Before beginning the activity, write the following themes on the chalkboard:

WEATHER, ANIMALS, LOVE, SPORTS, HAPPINESS, HUMAN KINDNESS, FEAR OF THE UNKNOWN, FAMILY TIES

Tell students that authors develop a theme for each poem or story they write. Review stories or poems that students have read recently and help students identify the theme for each one. Write these themes on the chalkboard beside the ones already listed.

Divide students into groups of three or four and tell each group to prepare an oral presentation of five to ten minutes based on one theme. Further instruct students that material for the presentations may be found in the school library by using the card catalog and the table of contents and indices of books to locate specific information.

ACTIVITY (Continued)

Allow each group time to meet and select a theme for its presentation before going to the school library to research the chosen theme. Monitor students as they work and assist them in taking notes and/or summarizing materials they are planning to use in the oral presentations.

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 10. Make generalizations from reading selections. (5,6)

NOTES FOR THE TEACHER

Before beginning this activity, place the following paragraphs and chart on transparencies or make a copy for each student.

PARAGRAPH 1

At Mary Lou's birthday party, we were given a choice of going for a hike or going swimming in the lake. Six people chose to hike and twelve people chose to go swimming. We all had a great time!

PARAGRAPH 2

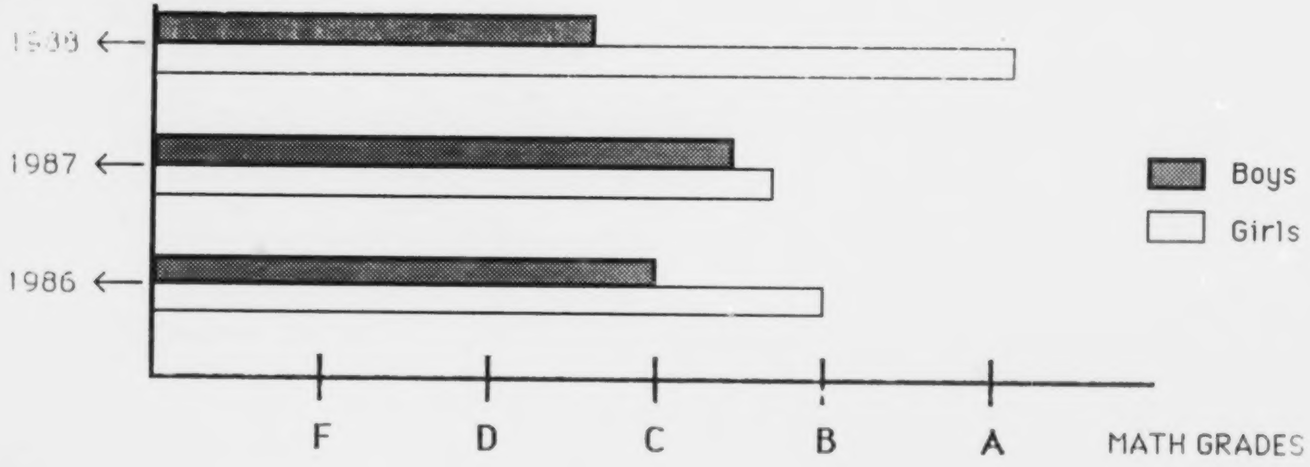
The cafeteria manager at a school asked students what they like best for lunch. Two hundred students said they like pizza, five said they prefer fish, and one hundred said they like hamburgers.

PARAGRAPH 3

The student council at Murphy Middle School discussed plans for a school dance. Five girls on the council voted in favor of having the dance, but of the eight boys on the council, seven voted against it. The council adviser said the council would make a final decision at the next meeting.

NOTES FOR THE TEACHER (Continued)

CHART



ACTIVITY

Explain that a generalization is a general rule or inference based on particular facts or events. Provide an example by asking students how many of them like to play football. Write on the chalkboard the number who say they do like to play football and note the number of students who do not like to play football. Make a statement similar to the following:

Most students do (or do not) like to play football.

Show students Paragraph #1, and have them read it silently. Elicit a statement similar to the following:

More people like swimming than like hiking.

Show students Paragraphs #2 and #3 and the Chart, and help them formulate generalizations about each, similar to the following:

Paragraph #2	Pizza is the favorite food of elementary school students.
Paragraph #3	Girls like to dance more than boys.
Chart	Girls are better math students than boys.

Reinforce the activity by having students make generalizations from stories that they have recently read.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 11. Identify the author's purpose for writing a given selection. (5,6)

NOTES FOR THE TEACHER

Two purposes authors have when they write are to entertain or to inform. If the author is writing to entertain the readers, the writing is usually in narrative style, unless it is poetry. Novels, short stories, poetry, and some magazine or newspaper articles are written to entertain the reader. Even though some writing may be of a sorrowful nature, the intent is still to entertain. If the author's purpose is to inform the readers about a subject, the material is factual, such as that found in textbooks or professional magazines. Many essays are written for this purpose.

Before beginning this activity, discuss with the students these two purposes for writing (to entertain and to inform). Give examples of each type, and explain why each is informative or entertaining.

ACTIVITY

Write each of the following titles on the chalkboard:

1. Seeing-Eye Dogs Help the Blind
2. Feed Your Cat Right
3. Mary Poppins Goes to School
4. How Columbus Made a Difficult Journey
5. Bake a Fail-Proof Cake Every Time
6. Where the Wild Things Are
7. Chocolate Fudge
8. Charlotte's Web
9. Where the Sidewalk Ends
10. Science for Grade Five Students

Have students decide which titles suggest the author's purpose is to entertain the reader and which titles suggest the author's purpose is to inform readers concerning a subject. Discuss student answers. As a follow-up activity, have students read informational and entertaining selections; then have them state the title of each selection and identify whether the author's intent is to inform or to entertain.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 12. Paraphrase sentences in printed material. (5,6)

NOTES FOR THE TEACHER

Prior to this activity, prepare the following cards for use by the students.

1. The school cafeteria had weiners and rolls today.
2. The school bus I ride was late because one of its tires had no air in it.
3. On Saturday and Sunday, my family looks in the paper and decides which film to see.
4. The Chinese restaurant on the by-pass road is a place that I really like to go.
5. Sports are good activities for keeping people in good health.
6. My mother said our family will travel to Washington D.C. in the summer.
7. If the weather is sunny and pleasant next week, our class has planned a field trip to the park.
8. The assignment for tonight is one chapter in the social studies book and ten problems in math.
9. Sarah Jo was unhappy because she had been thinking about the weekend and now it is raining.
10. Last year my favorite food was pizza, but now it is hamburgers.

ACTIVITY

Discuss with students the meaning of "paraphrase": stating a passage in one's own words without changing the meaning of the original selection. Write the sentences on the following page on the chalkboard and have students choose the sentence that paraphrases the numbered sentence. Discuss the students' answers.

ACTIVITY (Continued)

1. The children planned a picnic for Saturday.
    a. The boys and girls decided to have a Saturday game.
    b. The boys and girls decided to have a picnic on the weekend.

2. Brian remembered details about the story.
    a. Brian recalled what happened in the story.
    b. Brian recalled the beginning of the story.

Divide the classs into groups of three or four, and continue the activity by playing a game called "Paraphrase Me" with the previously prepared cards. Let a student select one card and write the sentence (exactly as shown on the card) on the chalkboard. Have each group paraphrase the words underlined in the sentence or rewrite the entire sentence if no words are underlined. Instruct each group to send a member to the chalkboard to write the new sentence. Ask a member from each group to read the restated sentence to the class, explaining their choices of words. Award one point for each word that is paraphrased correctly and five points to the group that completes the work correctly in the shortest amount of time.

VARIATION: When written assignments are given to students, have them read the directions silently and then paraphrase the directions orally. Ask other students if the oral directions given by the students are correct.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 13. Draw conclusions. (4,5,6)

NOTES FOR THE TEACHER

Write the following sentences on the chalkboard or on a transparency before beginning this activity:

1. Nancy looked out the window and saw drops splashing in the puddles, just as similar drops ran down her cheeks. On the floor beside her sat a picnic basket.
2. As I approached the office building, I saw a mother walking hand-in-hand with a small child. The child was being pulled along by the parent, who had a worried look on her face. We reached the door of the building, and I tried to decide in which room was my doctor's office.
3. "You had better hurry or you will miss the bus!" my mother yelled up the stairs. "Oh, why did I stay up so late watching that television show!" I thought to myself. I wondered what Mrs. Carter would say when I got to English class. "I will never do that again," I promised myself.
4. Diane heard Tommy screaming before he came in the door holding his knee. "Whatever happened to you?" she asked. "I thought you were riding your bike."
5. As I walked up to the door holding the box carefully in my hand, I heard people singing. "I hope I am not late," I thought.

ACTIVITY

Explain to students that events which occur or reasons why those events occur are not always stated directly in a sentence, a paragraph, or a story. Tell students that when this happens, readers must look for clues to explain those events or reasons and then draw conclusions by looking at the facts that are given and imagining what happened. Direct the students'

ACTIVITY (Continued)

attention to the chalkboard. Have a student read each situation one at a time and respond to the following questions:

1. How did Nancy feel? Why? What made you draw this conclusion?
2. Where are the mother and child going? Why did the mother look worried?
3. Who is speaking in this selection? What seems to be the second speaker's problem?
4. What happened to Tommy? Who is Diane?
5. Where is the speaker going? Why did you draw this conclusion?

Discuss students' answers, and accept as correct any answers that students can justify. As a follow-up activity, have students write a paragraph of not more than three sentences that requires the readers to draw conclusions. Direct students to exchange paragraphs and draw conclusions from other students' work.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: STUDY SKILLS

OUTCOMES:
1. Interpret a dictionary entry: phonetic respelling and definition(s). (4,5,6)
2. Use a pronunciation key and diacritical markings to pronounce unknown words. (4,5,6)

NOTES FOR THE TEACHER

Write the following respellings on the board before beginning this activity.

LIST A	LIST B	LIST C
1. kär	1. rōdz	1. kē
2 trān	2. păthz	2. lĭp′ - stĭk
3. trŭk	3. hī′ - wā	3. mĭr′ - ər
4. wăg′ - gən	4. ĩn′ - tər - stāt′	4. klē′ - nĕks
5 văn	5. sīd′ - wôk	5. drī′ - vərz lī′ - səns

ACTIVITY 1 - OUTCOMES 1 and 2

Discuss phonetic respellings with the students. Use the words in Lists A, B, and C above to instruct the students in the use of diacritical markings for short vowel sounds (◡), long vowel sounds (-), and the schwa (ə). Ask students to decide on a category for the items in each list and write the categories on the board.

LIST A	LIST B	LIST C
trăns′ - pər - tā′ - shən	thĭngz wē	lā′ - dēz pûrs
	tră′ - vəl ŏn	

ACTIVITY 1 - OUTCOMES 1 and 2 (Continued)

Place students in groups of three or four, and direct each group to choose a category and select five words that belong in the category. Have students use a dictionary to write the phonetic respellings for each word and the category name. Ask each group to write its phonetic respellings on the chalkboard and choose another group to read them.

ACTIVITY 2 - OUTCOMES 1 and 2

When students become skilled in one- and two-syllable phonetic respellings of everyday words, use more difficult words.

Examples:

yacht, viscount, quay, vigil, hygiene, jodphur boots, jocund, stegosaurus, sinewy

Frequently encourage students to use the dictionary to determine phonetic respellings.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: STUDY SKILLS
OUTCOME: 3. Determine if a word can be defined by the use of context clues or if a dictionary must be used. (4,5,6)

NOTES FOR THE TEACHER

A prerequisite for the following activities is considerable experience and guidance in using context clues to recognize unfamiliar words. Such experiences will help students become proficient in using clues to discover the meanings of unfamiliar words. Students need to know procedures for determining the meaning of an unfamiliar word: first, use context clues to determine the meaning; second, consult a dictionary.

ACTIVITY 1

Introduce an unfamiliar word in context. Lead students to identify the word through structural and phonetic analysis. Then, ask students to guess the meaning of the word by examining the rest of the sentence, and record their suggestions. Have students test their guesses by using a dictionary to check the meaning of the word.

ACTIVITY 2

Select several words from a reading assignment, and introduce them in context. Have students record their definitions of the words without discussing them or using a dictionary. After reading the assignment, have students revise their definitions by using a dictionary.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: STUDY SKILLS
OUTCOMES: 4. Use a card catalog. (4,5,6)
5. Identify and use the parts of a book. (4,5,6)
9. Locate specific information by skimming and scanning. (4,5,6)
16. Use cross-referencing to locate sources of information. (4,5,6)

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 9. Identify the theme of a selection. (4,5,6)

NOTES FOR THE TEACHER

Refer to READING: INFERENTIAL COMPREHENSION; OUTCOME 9 on page 151.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: STUDY SKILLS
OUTCOMES: 6. Use an atlas to locate information. (4,5,6)
7. Use an almanac to locate information. (4,5,6)
11. Use maps, globes, and atlases. (4,5,6)
15. Use the encyclopedia to locate information. (4,5,6)

NOTES FOR THE TEACHER

This activity may require several trips to the school library. Before beginning the activity, write the names of cities and specified or unspecified dates for visits on slips of paper and place them in a container.

Examples:

Denver, Colorado, 3 days in September
San Francisco, California, 1 day in July
Seattle, Washington, 1 week in December
Miami, Florida, choose the date(s)
Anchorage, Alaska, 4 days in June
Ontario, Canada, 5 days in July
Tokyo, Japan, a week in October
Alexandria, Egypt, a week in May
Paris, France, a week in April
London, England, a week in August
Moscow, Russia, 2 days in February
Taipei, Taiwan, choose the date(s)

Cities from the North American continent are recommended for fourth-grade students and cities throughout the world for students in grades five and six.

ACTIVITY

Display copies of an atlas, an almanac, an encyclopedia, and various maps and globes. Discuss the information found in each and the uses of each item. Have students draw slips of paper containing information described in the Notes section. Tell students they are to plan trips to these cities.

ACTIVITY (Continued)

Write the following guidelines on the chalkboard and discuss them with students:

GUIDELINES FOR PLANNING AND REPORTING ON TRIPS

You are expected to do the following things:

1. Make plans to visit the city shown on your slip according to the time and dates specified. If no time and dates are specified, you may choose them.
2. Use an atlas, a map, and a globe to locate the city you plan to visit.
3. Use the almanac to find the climate you can expect during your visit to the city.
4. Use the encyclopedia to locate interesting sights to visit in the city.
5. Record the names of the reference sources you use, and be prepared to give them to interested persons.
6. Be prepared to report to the class where you are planning to go (using the globe and a map), when you will visit there, what the climate will be like, and three sights you expect to see. Limit your report to three minutes.
7. Hand in a written report at the time you present it to the class.

Have students copy the guidelines and keep them for reference.

Make arrangements to take students to the school library, and help them find the needed materials. Allow ample time for completion of the assignment.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: STUDY SKILLS

OUTCOMES:
8. Utilize alphabetical order to locate information in reference material. (4,5,6)
13. Use guide words to locate information in reference materials. (4,5,6)

NOTES FOR THE TEACHER

This activity involves a relay race. A minimum of one dictionary per team is required. The race may be conducted with each person having a dictionary, if sufficient numbers are available.

ACTIVITY

Divide the students into teams with each team having an equal number of members. Seat members of each team in a row. Give the first person on each team a list of words containing one word for each team member. Explain to the students that each team member will be responsible for locating one word from the list in the dictionary and recording the page number and the guide words from the page on which the word is found. Further explain that the words must be taken in order as the list is passed down the row of team members. Give the first team who completes the list correctly ten points. When one team has scored a total of fifty points, declare that team the winner of the race.

ACTIVITY (Continued)

Example:

	WORD	PAGE NUMBER	GUIDE WORDS
1.	cabretta	______________	______________ and ______________
2.	impression	______________	______________ and ______________
3.	lotus	______________	______________ and ______________
4.	passenger	______________	______________ and ______________
5.	yield	______________	______________ and ______________

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: STUDY SKILLS
OUTCOME: 10. Interpret information on charts, graphs, tables, and diagrams. (4,5,6)

NOTES FOR THE TEACHER

This activity is best conducted through a learning center containing a variety of charts, graphs, tables, and diagrams with questions for students to answer on each of the items.

ACTIVITY

Clip the following from the newspaper: television schedules, weather maps, tables of daily temperatures, and graphs from the business section. Attach each item to a heavy piece of cardboard and write five to eight questions below each one. Place the completed items in a file box, and allow students to use the activity when other assignments are completed. Have students complete two of the items weekly for grading. Place a small box containing correct answers on index cards in a designated place. Review answers with students, and give assistance to those students who need it. Update the activities often.

Examples:

1. When is the television show "60 Minutes" scheduled? (Indicate day and time.)
2. On what channel can "Murder She Wrote" be viewed?
3. Can you see "The Today Show" and "Wheel of Fortune" on Tuesday?

and

1. According to the weather report, what were the temperatures in San Francisco and Phoenix?
2. Name cities where it was raining.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: STUDY SKILLS
OUTCOME: 12. Apply skills of note-taking, outlining, and summarizing. (4,5,6)

NOTES FOR THE TEACHER

Effective note-taking requires concentration and skillful reading or listening. Students should be taught to listen and read for meaning by focusing on the main idea and on points that support the main idea. Notes can be taken in outline form, in complete sentences, or as paragraphs.

Outlining helps show a relationship between the main idea and supporting details. Outlining is a way of organizing information. Outlines may be made in topical form or in sentence form. The emphasis in teaching outlining should be on order and relationships, rather than on the details of indenting, upper and lower case letters, or Roman and Arabic numerals. Outlining should be taught as it is used and not as an isolated skill.

A summary is a concise restatement or brief form of what an author has said. Summaries emphasize the main idea and facts and omit examples and illustrations.

ACTIVITY 1

Discuss ideas and things to look for before taking notes. Have one student at a time read orally from a content-area textbook. Ask students to make notes about main ideas and supporting details of the paragraphs that are read. Discuss their notes and review the skills of note-taking with students.

ACTIVITY 2

Have students select main ideas from a series of paragraphs. Record each main idea on the chalkboard. Ask students to group supporting details for each main idea and record them on the chalkboard. Teach use of an outline form by using main ideas and supporting details recorded on the chalkboard. Have students copy each outline.

ACTIVITY 2 (Continued)

VARIATION: Supply students with partially completed outlines of chapters in their subject-matter textbooks, and ask them to fill in the missing parts. Gradually, omit more and more details in the teacher-supplied outlines until students are writing complete outlines.

ACTIVITY 3

Provide models of how various writers summarize ideas. Have students read written passages and summarize the information both orally and in writing. Remind students that main ideas are helpful in summarizing material.

AREA: STUDY SKILLS
OUTCOME: 14. Use the appropriate source to obtain information on goods, services, and day-to-day events. (4,5,6)

NOTES FOR THE TEACHER

It is important for students to know where to find everyday information they need. Some sources with which students need to be familiar are telephone directories, newspapers, catalogs, and schedules (television, transportation). Students should see actual models of each source and should know what information is found in each.

ACTIVITY 1

Introduce students to sources from which they can obtain information on goods, services, and day-to-day events. Ask specific questions about the types of information found in each source. Give students practice in using each particular source.

Example:

> James needs to find a part-time job. Which source would he use to get this information?
>
> Ask students to bring examples of classified advertising. Have the students read and discuss the various kinds of advertising found in the classified section of the newspaper.

Follow this procedure when presenting each source of information.

ACTIVITY 2

After all sources have been introduced, ask students which one of these sources would be the most helpful in answering a variety of questions, similar to the examples on the next page.

ACTIVITY 2 (Continued)

Examples:

newspaper catalog transportation schedule telephone directory television schedule

1. What is the address of the dry cleaners closest to your house?
   Source: telephone directory
2. Can you travel by bus to Atlanta and arrive before 3 p.m.?
   Source: bus schedule
3. When can you see "Dallas" on television?
   Source: television schedule
4. What is Robert Jones' telephone number?
   Source: telephone directory
5. Is there a veterinary hospital near your house?
   Source: telephone directory
6. Does Sears have an inexpensive iron?
   Source: catalog

AREA: APPRECIATION
OUTCOME: 1. Explain the meanings of descriptive words and phrases. (4)

NOTES FOR THE TEACHER

This activity requires a descriptive passage for students to read silently. The passage must be one that students can illustrate after reading.

ACTIVITY

Ask students to read silently a descriptive passage they have not read previously. Have students illustrate in color the images they envision from reading the passage.

VARIATION: Give each group of three students a different passage from the same story or book to read and illustrate. Ask each group to describe its illustration to the class and make a collage of the illustrations from all groups.

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: APPRECIATION
OUTCOME: 2. Interpret story ideas. (4,5,6)

NOTES FOR THE TEACHER

When interpreting story ideas from written materials, students must understand the basic ideas and the relationships of those ideas. Interpreting story ideas involves basic comprehension, such as grasping the main ideas and/or distinguishing major ideas from supporting details. However, interpreting story ideas also may require more sophisticated skills, such as making inferences, differentiating fact from opinion, recognizing propaganda techniques, as well as determining an author's purpose, point of view, and style.

ACTIVITY 1

Explain to students that every story has a plot, which tells the action of the story. Explain that plots have a beginning (introduction), a middle (development), and an end (conclusion). Tell students the beginning establishes the main characters and the setting, the middle presents a problem for the main characters, and the end tells how the problem is solved. Have students read a story. Ask students to identify the main characters and the setting. Have students give interesting details that are important to the story. Ask students to tell about the problem(s) the characters had. Finally, have students tell how the main characters solved the problem(s).

ACTIVITY 2

Have students read a selection. Lead a discussion about the selection, using questions that require students to interpret story ideas. Use questions that ask students to explain their personal feelings about the story and require them to draw conclusions. Ask students to explain why or how they arrived at their conclusions.

ACTIVITY 2 (Continued)

Ask questions such as the following:

1. Could the story really have happened? Why or why not?
2. Are the characters believable in the setting provided by the story? Why or why not?
3. Was the ending of the story reasonable or believable? Why or why not?
4. Was the title for the story well chosen? Why or why not?

LANGUAGE ARTS
GRADES 4-6
STRAND: READING

AREA: APPRECIATION
OUTCOME: 3. Identify the mood of a selection. (4,5,6)

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 2. Identify the mood of a selection. (4,5,6)

NOTES FOR THE TEACHER

Refer to READING: INFERENTIAL COMPREHENSION; OUTCOME 2 on page 140.

AREA: APPRECIATION
OUTCOME: 4. Identify character traits and interpret characters' feelings. (4,5,6)

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 5. Identify character traits and interpret characters' feelings. (4,5,6)

NOTES FOR THE TEACHER

Refer to READING: INFERENTIAL COMPREHENSION; OUTCOME 5 on page 145.

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LANGUAGE ARTS
GRADES 4-6
STRANDS: READING AND LISTENING

STRAND: READING

AREA: APPRECIATION
OUTCOME: 5. Identify examples of imagery. (4,5,6)

AREA: WORD MEANING
OUTCOME: 8. Recognize and use imagery. (4,5,6)

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 6. Identify and interpret imagery and figurative language. (4,5,6)

STRAND: LISTENING

AREA: DISCRIMINATION/INFORMATION/ANALYZATION
OUTCOMES: 20. Identify figurative language. (4,5,6)
26. Identify figures of speech. (4,5,6)

NOTES FOR THE TEACHER

Refer to READING: INFERENTIAL COMPREHENSION; OUTCOME 6 on page 147.

AREA: APPRECIATION
OUTCOME: 6. Read for enjoyment, without a specific assignment. (4,5,6)

AREA: INFERENTIAL COMPREHENSION
OUTCOME: 7. Use reading materials as a leisure-time activity, without a specific assignment. (4,5,6)

NOTES FOR THE TEACHER

Refer to READING: INFERENTIAL COMPREHENSION; OUTCOME 7 on page 149.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING

OUTCOMES:
1. **Write compound sentences.** (4,5,6)
2. **Write complex sentences.** (5,6)
3. **Use connectives in writing sentences.** (4,5,6)

NOTES FOR THE TEACHER

To understand the concept of compound sentences, students must be able to recognize and construct simple sentences. They must also be familiar with the conjunctions and, or, and but.

Prior to Activities 3 and 4, students must have skill in writing simple and compound sentences and in recognizing the difference between main and dependent clauses.

Definitions:

- A simple sentence contains only one subject and one verb.
- A complex sentence contains a main clause and at least one dependent clause.
- A connective is a word used to join words, phrases, clauses, or sentences.

ACTIVITY 1 - OUTCOMES 1 and 3

Explain to students that a compound sentence combines two or more separate, but closely related, ideas into one sentence. Lead them to understand that joining simple sentences with one separate idea each helps to make clearer the relationship between the ideas.

Write the following sentence pairs on the chalkboard. Have students combine the sentence pairs to make compound sentences by using either and, or, or but in the following manner.

Example:

The rain stopped. The sky is still cloudy.
The rain stopped, but the sky is still cloudy.

ACTIVITY 1 - OUTCOMES 1 and 3 (Continued)

1. I must work harder. I won't finish before bedtime.
2. My hat is new. Dan's is newer than mine.
3. The wind howled outside. Snow was falling.
4. My favorite color is red. My brother likes blue better.
5. The whistle blew. The game started.

ACTIVITY 2 - OUTCOMES 1 and 3

Write the following sentences in columns on the chalkboard. Have students find the sentences in the right-hand column that make good sense when joined to the sentences in the left-hand column. Make compound sentences by using a connective and the proper punctuation with each pair of sentences.

1. The clouds drifted away.
2. Follow these directions
3. The fair opens today.
4. Cold weather came.
5. I looked for my socks.

a. You will get lost.
b. It will close Friday.
c. The birds flew south.
d. I found only one.
e. The sun came out.

Discuss the relationship between the selection of a particular connective and the meaning it conveys within the sentence. Illustrate the difference that can be made by using the following examples:

Follow these directions, or you will get lost.

Follow these directions, and you will get lost.

ACTIVITY 3 - OUTCOMES 2 and 3

Write short simple sentences on paper strips. As each one is displayed, have students add dependent clauses either by using a connective (who, which, whom, whose, or that) or by using words such as after, before, since, or because.

ACTIVITY 3 - OUTCOMES 2 and 3 (Continued)

Examples:

	Students may add:
This is the girl	who is my friend.
	who sits by me in class.
I skinned my knee	before the big race.
	after breaking my arm.

ACTIVITY 4 - OUTCOMES 2 and 3

Write dependent clauses on paper strips. As each dependent clause is displayed, have students add an independent clause to make a complete sentence.

Examples:

	Students may add:
After he took his test,	he read a book.
	he took a nap.
	John joined his friends.
	Steve felt relieved.
Because of her cold,	Jane was unable to go to the ballgame.
	she had to take some medicine.
	Sally took a box of tissues to school.

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 4. Plan, organize, and write a paragraph.
- a. **Limit a paragraph to one main idea.**
- b. **Use a topic sentence.**
- c. **Use at least three supporting statements for the topic sentence.**
- d. **Write a concluding statement.**
- e. **Use appropriate formal/informal language.** (4,5,6)

NOTES FOR THE TEACHER

Recognizing the basic elements of a paragraph is helpful to students beginning to write paragraphs. Instruction needs to emphasize items "a" through "e" in Outcome 4.

ACTIVITY 1

Introduce paragraph writing with instruction related to the topic sentence. Explain to students that a paragraph is composed of a beginning (topic sentence), a middle (supporting details), and an ending (concluding statement). Ask students what they would wish for if they were granted only one wish. For initial practice, give students a plan or outline similar to the following:

If I were granted only one wish, I would wish ______________________________.

Write three reasons why you want that wish.

1.
2.
3.

Write one sentence to summarize or explain the reasons you want the wish.

ACTIVITY 1 (Continued)

Have students write a first draft by following the directions listed below.

1. Complete the topic sentence.
2. Write reasons in complete sentences.
3. Write one concluding or summarizing statement.
4. Check the paragraph to see if it says what was intended.
5. Proofread for errors in mechanics or grammar.

Have students write a final draft of the paragraph. Give students the opportunity to share their writing. To provide more practice in planning, organizing, and writing paragraphs, give students additional topic sentences or main idea statements. Have students write at least three supporting details for the topic sentences and concluding statements.

ACTIVITY 2

Review the elements of good paragraph organization. Have students write paragraphs with their choices of topic sentences or main ideas, supporting details, and concluding statements or summary sentences.

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 5. Write multiparagraph compositions. (5,6)

NOTES FOR THE TEACHER

A composition is a series of closely related paragraphs addressing one topic or idea. A multiparagraph composition consists of an introductory paragraph which states the main idea of the composition. All the other paragraphs are related to, and support, the introductory paragraph. The final paragraph summarizes the topic or idea. A good composition always contains a beginning, a middle, and an end.

Outline for a Composition

1. Introductory paragraph (states the main idea).
2. Developmental paragraphs (develop and support the idea in the introductory paragraph).
3. Concluding paragraph (ties all the ideas together).

ACTIVITY 1

Explain the components of a multiparagraph composition to students. Use a model of an introductory paragraph to reinforce its purpose: to attract the reader's attention, to give the reader an indication of the subject, and to limit the subject matter of the composition. Follow the same procedure to explain the developmental and the concluding paragraphs.

Develop a short, multiparagraph composition with students using the following steps:

1. Select or decide on a subject (Holidays).
2. Narrow the subject (My Favorite Holidays).
3. Write down all ideas on the subject.
4. Organize the ideas into two or three major groupings.
5. Write supporting ideas beneath the major groupings.

ACTIVITY 1 (Continued)

6. Make an outline using the grouped ideas.
7. Use the outline to write the introductory, developmental, and concluding paragraphs.

Follow each step while recording students' responses on the chalkboard.

ACTIVITY 2

Write a list of topics on the board or have students choose their own topics. Have each student write a multiparagraph composition following the steps in Activity 1.

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 6. Narrow a general subject to select a specific topic. (4,5,6)

NOTES FOR THE TEACHER

Any subject must be narrowed in order to be covered adequately within the limits of a paragraph, a composition, or a report.

ACTIVITY 1

Explain to students why it is necessary to narrow a subject. Write these steps for narrowing a subject on the chalkboard:

1. Choose a topic of interest.

   Example: birds

2. Write a general statement or question about the topic. Ask who, what, where, when, why, and how questions about the topic.

   Example: Why do some birds migrate?

3. Write a specific question or statement about the topic.

   Example: Why do swallows migrate in winter?

Write a list of broad subjects on the chalkboard. Select one to use as a model and demonstrate how to narrow a subject. Elicit students' responses during the activity.

ACTIVITY 2

Have students select a subject of interest. Ask students to narrow the subject to a specific topic suitable for a paragraph, a composition, or a report, following the steps in Activity 1. Once students have narrowed the topic and planned the composition, have them write a paragraph, a composition, or a report.

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 7. Use logical order to arrange information. (4,5,6)

AREA: PROOFREADING/EDITING
OUTCOME: 8. Use paragraph indention when needed. (4,5,6)

NOTES FOR THE TEACHER

Each activity can be completed in one class period. Story strips need to be prepared in advance for Activity 2, and work sheets should be prepared in advance for Activity 3.

ACTIVITY 1- PLANNING/ORGANIZING/COMPOSING; OUTCOME 7
PROOFREADING/EDITING; OUTCOME 8

Have the students relate the events that take place during a trip to the dentist. Randomly list the events on the chalkboard. Let students number the events in the order they usually happen. Then have students write the events in correct paragraph form, using correct paragraph indention.

ACTIVITY 2- PLANNING/ORGANIZING/COMPOSING; OUTCOME 7

On separate sentence strips, write main detail sentences from familiar stories. Prepare enough stories for several small groups. Divide students into small groups. Distribute a sentence-strip story to each group. Direct the groups to arrange the sentences for their stories in the correct order. In turn, let the groups hold their strips in order and present their stories to the class. If the class members disagree with a group's sequence, give the group members an opportunity to explain their proposed sequence. Help class members and group members resolve disagreements by referring them to the original source.

ACTIVITY 3 - PROOFREADING/EDITING; OUTCOME 8

Write a story or copy a familiar fable or myth on a work sheet. Disregard paragraph indentions and margins. Divide students into small groups. Give each student a copy of the story. Have the students discuss and mark each indention and margin error. With the total class, discuss reasons for each correction. After the class agrees that all errors have been corrected, let the students write the story in correct form.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 8. Write a narrative with a beginning, middle, and end. (4,5,6)

NOTES FOR THE TEACHER

Collect short stories from magazines, newspapers, and library books to use in Activities 1 and 3.

ACTIVITY 1

From a magazine, newspaper, or library book, select a well-constructed story that can be divided into three distinct parts: a beginning, a middle, and an end. Make a copy of the story, and then cut the story into the three parts. Place each part on cardboard or construction paper. Have students read all three parts in random order and identify the beginning, the middle, and the end of the story. To make this activity self-checking, have students compare their proposed sequence with the order of the original story.

ACTIVITY 2

Write a short, interesting story to use as a model. Duplicate the story, omitting either the beginning, the middle, or the end of the story. Have students read the incomplete story and finish it by adding the particular part that has been omitted.

ACTIVITY 3

On the chalkboard, write the following definition:

> A narrative is a form of writing in which a person tells a story, actual or fictional, in prose or verse.

ACTIVITY 3 (Continued)

Explain that a narrative happens in a natural time order with a beginning, a middle, and an end. Read some short narratives from magazines, newspapers, and library books, and have students identify the beginning, the middle, and the end of each narrative.

Then give students main ideas similar to the ones below, and have them compose narratives.

> The day my parents brought my (new baby brother, new baby sister) home from the hospital was the most exciting day of my life. First .... Then .... Finally....
>
> I keep thinking of exciting careers and what I want to do with my life. At first, I wanted to be .... Now .... In the future ....

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 9. Identify the parts of a narrative: setting, characters, and plot. (4,5,6)

NOTES FOR THE TEACHER

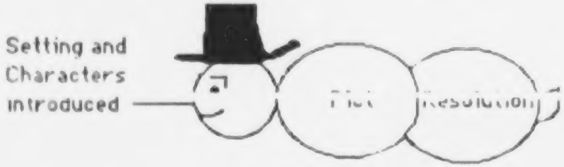
Plan to introduce the lesson by sharing familiar fairy tales or fables. Discuss who the characters are, what happens, and where the action takes place.

ACTIVITY 1

Have a "Book Character Day." Ask the students to dress as their favorite characters. Have each student present information about the selected character, and the setting and plot of the book from which the character is taken. Let students select the best character costume and the best presentation.

ACTIVITY 2

On a piece of tagboard, draw a bookworm as shown in the diagram below. Explain that the first part of the worm represents the first part of the book. (This part usually tells the setting and introduces the characters.) State that the second section of the bookworm represents the plot or action of the story, and the third section represents the resolution of the plot.



Have students create their own bookworms, inserting specific information about specific books they have read.

ACTIVITY 3

Have students watch their favorite television program. Then ask them to write about the characters, the setting, and the plot for that particular episode. Have students include how the plot was resolved.

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 10. Construct a topic outline. (4,5,6)

AREA: CAPITALIZATION
OUTCOME: 14. Capitalize the first word of each topic and subtopic when developing an outline. (4,5,6)

AREA: PUNCTUATION
OUTCOME: 3. Use periods after letters and numbers in an outline. (4,5,6)

NOTES FOR THE TEACHER

The skill of categorizing is used in ACTIVITY 1. Topics broad enough to elicit many and varied responses from the students should be used, such as sports, favorite foods, holidays, and transportation.

For ACTIVITY 2, provide students with practice paragraphs that include information about a topic. The practice paragraphs may be drawn from social studies and science.

ACTIVITY 1 - PLANNING/ORGANIZING/COMPOSING; OUTCOME 10
CAPITALIZATION; OUTCOME 14
PUNCTUATION; OUTCOME 3

Name a topic such as "Seasons." Have the entire class brainstorm their ideas concerning all four seasons. Write their responses on the chalkboard. Prepare a skeleton outline that encompasses the responses. Omit capital letters and periods in the skeleton outline.

ACTIVITY 1 (Continued)

Organize the chalkboard similar to the illustration below. Write ideas adjacent to the numerals during the brainstorming session and adjacent to the letters of the alphabet during the development of the outline.

BRAINSTORMING IDEAS

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

SKELETON OUTLINE

I summer

a
b
c

II autumn

a
b

III winter

a
b
c

IV spring

a
b

Have students complete the outline and insert capital letters and periods where needed.

ACTIVITY 2 - PLANNING/ORGANIZING/COMPOSING; OUTCOME 10
CAPITALIZATION; OUTCOME 14
PUNCTUATION; OUTCOME 3

Explain to students that an outline can help organize material presented in a paragraph. Distribute copies of the paragraph and the skeleton outline below. Read the paragraph aloud as the students read silently. Ask students to finish the outline by adding appropriate information from the paragraph and placing capital letters and periods where they are needed. Have students check their work with a peer.

> There are many varieties of hamsters. Two types of hamsters are the angora hamster and the golden hamster. Both are between four and five inches long. Because they are odorless, clean, and gentle, hamsters make excellent pets.

I types of hamsters

a
b

II characteristics of hamsters

a
b
c

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 11. Compose a friendly letter and address the envelope. (4,5,6)

NOTES FOR THE TEACHER

Collect several copies of a newspaper.

ACTIVITY

Examine the "Dear Abby" column in the newspaper. Cut some appropriate questions and answers from the column and share them with the students. Review the components of a friendly letter. Ask students to write a letter to "Dear Abby" about a specific problem, either real or imaginary. Have students make an envelope by folding a sheet of notebook paper. Using the address supplied in the "Dear Abby" column, have students address the envelope. Let students exchange letters and write replies.

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 12. Compose a business letter and address the envelope. (4,5,6)

NOTES FOR THE TEACHER

A review of the parts of a business letter is an appropriate introduction to the following activity. The writing of business letters is viewed as a functional activity, and not just a classroom exercise. Names, addresses, and related dates and materials need to be collected prior to the activity.

ACTIVITY

Determine requests for services that the class may wish to make during the school year. Examples include the following:

- requests for permission to take field trips (bakery, capital, zoo, museum)
- requests for persons to speak to the class on specified subjects (drug abuse, city government, specific careers, specialized hobbies or skills)
- requests for free materials

Explain to students that classroom activities during the school year will require students to request services from individuals, agencies, and/or businesses. Tell students that such requests are made through business letters. Review the parts and general characteristics of business letters.

ACTIVITY (Continued)

In three columns on the chalkboard, list examples of services that the class will need to request during the school year. Label the columns as follows, and provide specific names and addresses of persons to be contacted:

FIELD TRIPS	SPEAKERS	FREE MATERIALS
1.	1.	1. Mr. Jack Barker Federal Aviation Administration Southern Region, Public Affairs P. O. Box 20636 Atlanta, GA 30320
2.	2.	2.
3.		

Divide the class into as many groups as there are addresses listed on the chalkboard. Assign a specific service request to each group. Review the types of information that a letter requesting services needs to include. Instruct each group to write a letter to the assigned person, agency, and/or business.

Have group members review their own drafts and make corrections and/or additions as needed. Then, direct students to exchange letters, so that the drafts are proofread by a group that did not write the letter. Have the proofreaders make suggestions to the original writers regarding any corrections and/or additions that are needed. Have the original writers copy their letters in final draft form.

Work individually with groups until letters are in correct form. Have students address envelopes for their letters and mail them.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 13. Compose a thank-you note. (4,5,6)

NOTES FOR THE TEACHER

This activity can be used at any time during the school year. However, some holidays such as Christmas and Valentine's Day provide special opportunities to write thank-you notes. Prior to presenting the activity, review the proper format of a thank-you note.

ACTIVITY

Develop a classroom "post office." Use drink cans, small boxes, or cubbyholes for individual mailboxes. Instruct each student to write a thank-you note to another student in the classroom. Employ a method to ensure that all students receive a note. Suggest the notes be expressions of appreciation for gifts, kind words, smiles, cards, thoughtful deeds, help, or friendly gestures. Have students "mail" their thank-you notes by placing the finished notes in the appropriate mailboxes.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

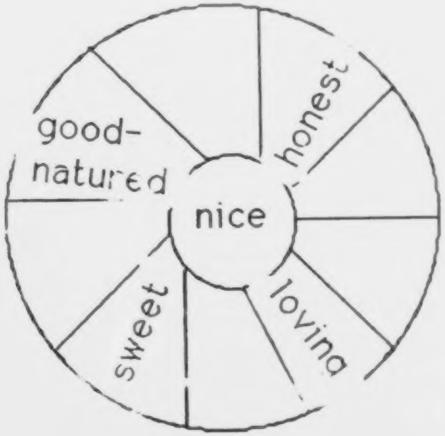
AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 14. Use colorful language to describe people, things, and places in writing. (4,5,6)

NOTES FOR THE TEACHER

These activities may be used to help students think about the different kinds of words they know and how words may be combined to express thoughts colorfully. These activities may serve as a stepping stone for descriptive and/or creative writing. Activity 3 needs to be explained the day before so that students can plan for the activity.

ACTIVITY 1

In the hub of a large cardboard wheel, write a word that is used excessively in students' writing. Have the students suggest other words that could be used to express the same idea. Then, use those words to fill in the spokes of the wheel. Use the following wheel as an example. Display the wheels around the room for quick reference.



ACTIVITY 2

Have each student select a favorite character from a book or television show. Have each student write the character's name and then think of at least five words to describe the character. Encourage students to use words that might set their characters apart from other characters. Allow students to tell the class whether their characters are from books or television shows, perhaps actually saying the names of the books or shows. Then, have students read their descriptive words, and instruct other students to try to identify their characters. To simplify this activity, tell students to choose the characters they like best in books or television shows with which everyone in the class is familiar.

Expand this activity to include favorite things (sports, hobbies, animals) and places (famous vacation spots, cities, places in their homes and/or neighborhoods).

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 15. Write conversational dialogue. (5,6)

NOTES FOR THE TEACHER

Comic strips from newspapers or comic books are needed for student participation in Activity 1. Two play telephones are needed for Activity 2.

ACTIVITY 1

Discuss the term dialogue and the use of quotation marks to indicate spoken conversation. Show examples of correctly written conversation.

Distribute comic strips from newspapers or comic books. Have students write the dialogue from a comic strip, using quotation marks to indicate a direct quotation.

Example:

Garfield said, "When is lunch going to be ready?"

ACTIVITY 2

Using play telephones, allow two students to role-play a brief telephone conversation. Instruct the other students to write the dialogue using quotation marks correctly.

Example:

Jane said, "Hello."

Mary replied, "Hi, Jane. I called to see if you want to go to the movies this afternoon."

Jane replied, "Sure! What time does the movie begin?"

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 16. Write for the purpose of supplying information, including who, what, where, when, why, and how when relevant. (4,5,6)

NOTES FOR THE TEACHER

For Activity 1, poster board and markers are needed. For Activity 2, newspapers are needed.

ACTIVITY 1

Have the students compose a note, announcement, or poster for the school's fund-raising festival or other school event. Explain to the students the importance of including all the information and making sure all the information is correct. Tell the students that in making sure all needed information is included, remembering the five W's (who, what, where, when, and why) can be helpful. Provide the following example of the use of the five W's:

Who is having the festival?
Where will the festival be held?
When will the festival be held?
What activities will take place?
Why (or how) will it help the school?

ACTIVITY 2

Introduce this activity by telling students they are to act as detectives. Explain the assignment is to solve a mystery by finding the five W's (who, what, where, when, and why). Tell students the clues are in the newspaper article they are about to receive. Distribute a copy of a newspaper article to each student.

ACTIVITY 2 (Continued)

Write the following questions on the chalkboard:

1. Who is the article about?
2. What happened?
3. Where did it happen?
4. When did it happen?
5. Why (or how) did it happen?

Ask students to find the answers to each question by reading the newspaper article. Have all students solve the mystery and write their answers to the questions on their papers. For recognition, give an award titled "Super Sleuth of the Day" to the first person who solves the mystery.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: **PLANNING/ORGANIZING/COMPOSING**
OUTCOME: 17. **Use techniques such as part/whole relationships, comparison/contrast, and cause/effect in expository writing.** (6)

NOTES FOR THE TEACHER

When developing a paragraph using comparisons or contrasts, the writer points out the similarities or differences between two things. Facts, examples, or incidents may be used. In comparing, we show how facts, examples, or incidents are alike. In contrasting, we show how facts, incidents, or examples are different.

Cause and effect is another way to organize a paragraph. This organization may be used either by stating the cause and then describing the effects. An effect paragraph begins with a topic sentence that states a cause. The other sentences consist of examples involving effects. A cause paragraph begins with a topic sentence stating an effect. The rest of the paragraph consists of examples involving causes. There can be one cause and several effects in a paragraph, or one effect and several causes. To avoid confusion, there should not be several causes and several effects in a single paragraph.

Example: Comparison Paragraph

> A horse and a prairie dog are alike in some ways. Both give birth to live young and furnish milk for their babies. Because of these characteristics, the horse and the prairie dog are both classified as mammals.

Example: Contrast Paragraph

> A prairie dog and a horse are different. A prairie dog is small, while a horse is large. A prairie dog's short front legs have claws that are used for digging. A horse's long front legs have hoofs with single toes.

NOTES FOR THE TEACHER (Continued)

Example: Cause Paragraph

It rained steadily for a week in January. Many streets were flooded and closed to traffic. Some accidents caused traffic to become snarled. Children could not play outside.

Example: Effect Paragraph

Mary won first prize in the spelling contest. She studied a list of words every night for weeks. Her mother helped her study. Mary was confident that she could spell all of the words on the list.

ACTIVITY 1

Use pictures of two people, objects, or animals. Write the names for each picture on the chalkboard, and ask students to compare or contrast the two. Write student responses as sentences on the chalkboard. Have students write a topic sentence to summarize the points of comparison or contrast. Ask students to write sentences supporting the quality of comparison or contrast introduced in the topic sentence.

Have students choose two subjects. Ask them to write three qualities about each subject to compare or contrast. Instruct students to follow the same procedure used above.

ACTIVITY 2

On the chalkboard, write several causes (traffic accident, forest fire, snowstorm). Solicit other examples from students and record them on the chalkboard. Ask students to list some effects for each cause on the board. Ask students to choose a cause and the effects from the chalkboard. Instruct students to begin a paragraph by identifying the selected cause. Explain that the remaining sentences of the paragraph should include related effects.

VARIATION: Have students begin a paragraph by identifying an effect. Tell students the remaining sentences should specify the causes.

AREA: PLANNING/ORGANIZING/COMPOSING

OUTCOMES: 18. **Write persuasive paragraphs.**
- a. **State a point of view.**
- b. **Give reasons for a point of view.**
- c. **Include supporting statements for the reasons.** (5,6)

19. **Write a paragraph expressing an opinion.** (5,6)

NOTES FOR THE TEACHER

The purpose of a persuasive paragraph is to try to convince others to think or act as the writer wishes. The topic sentence in a persuasive paragraph should state a point of view. The remainder of the paragraph should give facts, reasons, or examples to support that point of view. When writing a paragraph that expresses an opinion, a writer does two things. First, the writer expresses an opinion or personal feeling about a subject. Second, the writer lists the important facts and details that support the opinion. Students must understand the difference between an opinion and a fact before beginning persuasive writing.

ACTIVITY

Have students select a specific subject. Ask students to gather important facts and details related to the subject. Have students write a topic sentence that identifies an opinion or belief about the subject. Next, have students write sentences that add important supporting facts and details. Have students end the paragraph with a concluding sentence.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 20. Compose articles or editorials. (5,6)

NOTES FOR THE TEACHER

This newsletter activity gives students ample opportunity to exercise writing skills while enhancing parent/school communication.

ACTIVITY

Explain to students that they are to publish a monthly newsletter to their parents. Select one student as editor, one student as publisher, and several students as proofreaders. Explain that all other students are to be reporters or composition (layout) technicians. Explain the duties of these roles. Assign reporters to write articles concerning school news, special interest features, class activities, and special honors. Remind reporters to answer the five W's: Who? What? When? Where? and Why? when writing. Emphasize to reporters that a news story involves facts only (something that is true).

Instruct the editor to write an editorial. Explain that an editorial is an article expressing the opinion of the editor. Stress that the editor is to gather information about a topic and then express an opinion about that topic. Include at least one editorial per issue.

Allow students to name the class newsletter.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 21. Complete simple forms correctly. (5,6)

NOTES FOR THE TEACHER

Activity 1 involves the utilization of various mail-order catalogs. Small groups of approximately four students are to work together.

The objective of Activity 2 is for students to correctly complete an employment application.

ACTIVITY 1

Discuss specialized vocabulary and abbreviations related to mail-order forms, such as the following:

1. no.--number
2. stock number--special order number for item
3. qty.--quantity
4. C.O.D.--cash on delivery

Assign students to small groups. Distribute a catalog to each group.

Lead a discussion about mail-order catalogs. Elicit discussion by use of questions such as:

Have you ever received any catalogs in the mail?
What type of catalogs have you received?
What kinds of things can be ordered by mail?
Why do people use mail-order catalogs?

ACTIVITY 1 (Continued)

Allow the groups time to browse through the different catalogs. Instruct studnts to select four items to order from the catalog. Distribute a form to each group. Have students complete the form to order their four items.

QTY.	STOCK NO.	NAME OF ITEM	SIZE	COLOR	PRICE PER ITEM	SUBTOTAL
					TOTAL ENCLOSED	

NAME ____

ADDRESS ______________________________________

CITY/STATE/ZIP _________________________________

ACTIVITY 2

Let students suggest temporary jobs they would like to have if they were to work during the summer months. List the jobs on the chalkboard.

ACTIVITY 2 (Continued)

Write a simple employment application similar to the following on a chart or the chalkboard:

DATE ____________________________

NAME ________________________________ SOCIAL SECURITY NO. ____________

ADDRESS _____________________________ TELEPHONE NO. ________________

POSITION APPLYING FOR ____

DATE AVAILABLE FOR WORK ____

LIST HOBBIES OR COMMUNITY ACTIVITIES.

____

LIST SPECIAL SKILLS.

____

Guide the students in completing the application as a group.

Provide a copy of the application form for each student. Have students complete the application by using the suggested jobs listed on the chalkboard and the group-completed application as a model. Allow time for students to share their applications with each other.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING & READING

STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 22. Use similes, metaphors, personification, and alliteration in writing. (5,6)

STRAND: READING

AREA: WORD MEANING
OUTCOME: 4. Recognize and use figurative language, such as metaphors, similes, and idioms. (4,5,6)

NOTES FOR THE TEACHER

It is very important that students know the techniques authors use to get the reader's attention and to make their writing more interesting and exciting. Have several examples of similes, metaphors, personification, and alliteration available. Provide three-inch capital letters for Activity 4.

ACTIVITY 1 - WRITING: PLANNING/ORGANIZING/COMPOSING; OUTCOME 22
READING: WORD MEANING; OUTCOME 4

Explain to the students that an author may use a simile to compare one thing to another. Tell students that a simile uses the words "as" and "like" to make a comparison:

That cake is as hard as a rock.

Have students think of ways the two things are alike. Give students a few examples that begin a simile, and have them complete the comparisons:

1. Her cake was as flat as (a pancake) .
2. John was as quick as (a wink) .
3. Susy's messy desk is like (a pigpen) .

Have students write similes and share them with the class.

ACTIVITY 2 - WRITING: PLANNING/ORGANIZING/COMPOSING; OUTCOME 22
READING: WORD MEANING; OUTCOME 4

Tell students that a metaphor is a comparison between things that normally are not related:

Mother's hands were ice cubes.

Ask students what two things are being compared and to think of ways the two things could be alike. Name some familiar objects, and ask students to give another object to which the named object could be compared:

airplane--bird; eyes--dew drops

Have students write metaphors similar to the following:

Her eyes were shining dew drops.

ACTIVITY 3 - WRITING: PLANNING/ORGANIZING/COMPOSING; OUTCOME 22

Write the following alliterative sentences on the chalkboard:

1. Silly Sally sips a soda.
2. Leo Lion loves little lambs.
3. Silly Seal slips and slaps.

Ask students what is unusual about the sentences. Tell students that the author has used alliteration to get their attention. Explain that alliteration is the "repetition of the initial sounds in words or stressed syllables, spoken or written closely together." (Taken from a Dictionary of Reading and Related Terms. Edited by Theodore L. Harris and Richard E. Hodges. Newark, Delaware: International Reading Association, 1981, p. 11. Used with permission.) Let the students write several sentences using alliteration.

ACTIVITY 4 - WRITING: PLANNING/ORGANIZING/COMPOSING; OUTCOME 22

For this activity, put three-inch capital letters in a paper sack. Let each student draw a letter from the sack. Tell each student to write on the three-inch letter words that begin with that letter. Explain that words may be nouns, verbs, adjectives, or adverbs. Allow about ten minutes for this activity. At the end of the time period, have students write alliterative sentences, using the words written on the letters.

ACTIVITY 5 - WRITING: PLANNING/ORGANIZING/COMPOSING; OUTCOME 22

Read a familiar fable to the students. Tell students that sometimes authors make stories more interesting by having an animal or an object speak as if it were a person. Explain that this technique is called personification. Write the word *personification* on the chalkboard. Tell students they can remember the meaning of this long word because it contains the little word *person*. Ask students to state examples of personification used in the fable.

Have the students share jokes or riddles that include personification, such as the following example:

> What did the curtain say to the window?
> ANSWER: I've got you covered.

Tell students the curtain is an object that is speaking as a person.

ACTIVITY 6 - READING: WORD MEANINGS; OUTCOME 4

Define an idiom as "an expression that does not mean what it literally says." For example, the phrase *to have the upper hand* has nothing to do with "hands" but means "to have an advantage." (Taken from *A Dictionary of Reading and Related Terms*. Edited by Theodore L. Harris and Richard E. Hodges. Newark, Delaware: International Reading Association, 1981, p. 147. Used with permission.)

ACTIVITY 6 (Continued)

Write the following idioms on the chalkboard:

up a tree
put his foot down
burns me up
talk his ear off
throw the book at you
raining cats and dogs
on pins and needles
dropped a line
put two and two together
blew it

Tell students to pick five idioms from those written on the chalkboard or from other sources and to draw pictures illustrating the literal meanings of the words in the idioms. Under each picture, instruct students to write the actual meaning of the idiom.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 23. Write clear, concise announcements, labels, notices, directions, and messages. (4,5,6)

NOTES FOR THE TEACHER

For the first activity, students may need poster board and crayons or markers. An empty prescription bottle may be needed in completing the second activity. Let students know, in advance, if they are to bring an empty jar, can, or box for the variation of Activity 2.

ACTIVITY 1

Have students think of an event taking place at school or in the community about which the students and teachers are informed--perhaps a Halloween carnival or a play. Have students write leaflets or make posters to announce the event. Instruct students to include all the important details, such as the name, place, date, and time of the event, as well as any other relevant information. Assign a class representative to obtain permission from the principal to distribute the leaflets to other classes or to display the posters on the school walls.

ACTIVITY 2

Have each student pretend that he or she is a pharmacist who has received a prescription from a patient. Ask students to bring an empty medicine bottle from home if one is available. Instruct students to write clear, concise labels for the medicine bottles, giving directions for taking three tablets within a period of twenty-four hours for ten consecutive days. Have students indicate that the medicine needs to be refrigerated. Also, direct students to include the following information on the label: the drug store's name, address, and telephone number; the patient's name and prescription number; date; name of medicine; and doctor's name.

ACTIVITY 2 (Continued)

VARIATION: Have students bring empty cans, boxes, or jars to school to use to create names for newly-developed products (a magic potion or a new food) and to write labels for them. Details on each label should include the product's name, ingredients, weight, directions for use, and the name and location of the producer.

ACTIVITY 3

Discuss with students some things they know how to make, build, or do. Suggest examples such as, making a puppet, building a birdhouse, or making cookies. Have students decide on activities they have done before and then write directions that will allow someone else to complete the task. Instruct students to write their directions as rough drafts first. Next, have students organize their directions into two parts: needed equipment and materials and steps to follow. When appropriate, students can verify the accuracy of their directions by having friends attempt to follow them.

ACTIVITY 4

Read the following scenario to the students:

> It is Saturday afternoon,and Debbie's parents have gone to the grocery store, leaving Debbie home cleaning her room. Debbie's friend Melissa calls and invites Debbie to her house to play. Debbie has her room in good order, so she decides to write a message to Mom and Dad so they will know where she is.

Tell students that each one is to compose a message for Debbie to leave her parents so they will not worry about her when they return. First, ask students to state information that might be needed in the message. Write this information on the chalkboard. Be sure students include information related to the following:

- Where she went
- How she got there
- Why she left
- When she will return

Next, ask each student to write a clear, concise message from Debbie to her parents. Let students share their messages with their peers.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 24. Plan, organize, and compose various kinds of poetry.
- a. Couplet
- b. Triplet
- c. Haiku
- d. Rhymed verse
- e. Free verse
- f. Limerick (4,5,6)

NOTES TO THE TEACHER

There are many different forms of poetry. In poems, authors tell stories, illustrate events, and express feelings and impressions. The following activities are designed to assist students in planning, organizing, and composing various forms of poetry.

ACTIVITY 1 - OUTCOME 24.a. and 24.b.

COUPLETS AND TRIPLETS

Tell students that a couplet contains two lines that end in rhymed words and that a triplet contains three lines, each ending in words that rhyme. Give the class an illustration of each.

Ask students to choose a topic. Allow students to explore different thoughts that come to mind about the topic. Record on the chalkboard the spontaneous thoughts that students generate. Instruct students to make a list of words that rhyme with their thoughts. Guide students in using the topic and rhyming words to tell a story in a poem.

ACTIVITY 1 (Continued)

Using a strip of butcher paper twelve inches wide, allow students to illustrate a couplet or triplet by producing a visual display of the sequence of events. Make a mock television set by cutting a twelve-inch square out of one side of the box. Attach the illustrated poem to two wooden dowels to use in rolling the picture strips. Encourage students to view the illustrations while listening to the newly-written couplets or triplets.

ACTIVITY 2 - OUTCOME 24.c.

HAIKU

Tell students that haiku is an ancient form of Japanese poetry that consists of three lines that do not rhyme. Explain that the first line contains five syllables, the second line contains seven syllables, and the third line contains five syllables. Provide an example, and divide each line into syllables. Share the following information:

- Haiku should include a reference to the season of the year.
- Haiku should contain poetic significance. (The statement should suggest more than it says.)
- Haiku should contain emotional significance. (The writer's feeling should be obvious.)

Guide students in writing a haiku using one of the following subjects:

moon
sea
sunset
clouds
raindrops
wind
stars
snowflakes
birds

Allow additional time for students to select a topic to create their own haiku. Encourage students to illustrate each poem. Provide time for sharing and displaying each haiku.

Extend the activity by providing a simple accompaniment using classroom instruments. Use the following as an example:

creatures great and small

look to the silent sky and

listen to the stars

ACTIVITY 2 (Continued)

Play any five black keys on the piano or the xylophone, or play the pitches F - G - A - C - D while the poem is being read aloud. Repeat these pitches as many times as necessary. End the poem with a single strike of a finger cymbal or triangle.

ACTIVITY 3 - OUTCOME 24.d.

RHYMED VERSE

Explain to students that poetry makes use of both rhyme and rhythm. Define rhyme as the use of the same sound at the end of several words.

Examples: run, fun, sun, done, gun
found, ground, around, sound

Define rhythm as the repetition of a beat, and explain that in poetry, this rhythm is called meter.

To help students compose rhymed verse, first familiarize them with sound patterns made from strongly-stressed (-) and weakly-stressed (⌣ sounds. Have students repeat sound patterns by clapping their hands for strongly-stressed (-) beats and snapping their fingers for weakly-stressed (⌣) beats.

Examples:

— ⌣ — ⌣
1 Clap Snap Clap Snap

— ⌣ ⌣ — ⌣ ⌣
2. Clap Snap Snap, Clap Snap Snap

— ⌣ ⌣ ⌣ — ⌣ ⌣ ⌣
3. Clap Snap Snap Snap, Clap Snap Snap Snap

ACTIVITY 3 (Continued)

Next, work with the class to compose a simple chant that uses a simple rhythm with rhyming words, similar to the following:

— ◡ — ◡
School is out, I'm
— ◡ —
glad to say.
— ◡ — ◡
No more work, it's
— ◡ —
time to play!

Invite students to compose other rhymed verses. Encourage students to use playground equipment, such as a jump rope or a volleyball, to emphasize the accented and unaccented beats.

Jump the rope on each stressed word.

Chant:

— ◡ — ◡
First we get to
— ◡ —
jump the rope
— ◡ — ◡
One foot down, won't
— ◡ —
trip, I hope!

Bounce the ball on each stressed word.

Chant:

— ◡ — ◡
Then we get to
— ◡ —
bounce the ball;
— ◡ — ◡
Keep the rhy-thm
— ◡ —
Join in, all!

ACTIVITY 4 - OUTCOME 24.e.

FREE VERSE

Inform students that free verse has no set pattern of rhyme or rhythm and that words may be organized in many varied sound patterns. State that the meaning of words and sentences may be changed whether there is stress or no stress.

Tell students that they are to compose an "ensemble" poem. Choose a topic such as "Happiness is...," "Christmas is...," or some other appropriate subject. Arrange students in groups of five of six. Supply each group with a large poster board or work sheet and markers. Select a timekeeper. Tell students that no spoken communication with other members of the group is allowed and that they may begin with any person in the group.

Tell students that each person should place on the poster board or work sheet three words that describe the chosen topic. State that these words may be placed in any position or order they desire. Inform students that each writer is allowed only thirty seconds and every student in the group must participate. Permit students to discuss all of the responses that have been given and to revise or rearrange the words in a way to produce a poem in free verse.

ACTIVITY 4 (Continued)

Encourage students to define the topic, to organize the jumbled words and phrases, to vary the sentence pattern, and to use descriptive and sensory words. Have students recopy the poem in final form for presentation to the class as a choral or solo reading.

Football is:

shoulder pads
helmets
cheerleaders
punt
touchdown
Roll Tide
players
pass
War Eagle
extra point
mouth guards
yelling
thrill
tackle
coaches
block
hope to win
hard-hitting
fans
jerseys
hurting
crushing

Football is ...

helmets, shoulder pads, jerseys,
mouth guards,
cheerleaders, players, coaches
fans
yelling "Roll Tide"!

punt, tackle, block, pass
crushing, hitting, hurting, hoping
fans
yelling "War Eagle"!
touchdown!

W-I-N-N-I-N-G

thrilling.

ACTIVITY 5 - OUTCOME 24.f.

LIMERICKS

Tell students there are other forms that may be used to combine words in order to give the writer's message. Review other forms of poetry to remind students of how rhythms differ. Lead students to understand that limericks are a form of poetry that has apparent rhyming words and are usually based on nonsense, humor, fun, or fantasy.

Use a well-known limerick to illustrate the rhythm. Tap the rhythmic beat of all five lines heavily on "dum" and lightly on "da." Next, allow students to choose a humorous topic and compose a limerick based on the following rhythm:

First and second lines	da dum da da dum da da dum da dum da da dum da da dum
Third and fourth lines	da dum da da dum (dum) da dum da da dum (dum)
Fifth line	da dum da da dum da da dum

Allow students to read their limericks to the class.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: HANDWRITING
OUTCOMES: 1. Copy words, numerals, sentences, and paragraphs correctly. (4,5)
3. Use standard spacing between letters and words. (4,5,6)
4. Use standard alignment, letter shape, and slant. (4,5,6)

NOTES FOR THE TEACHER

Using exemplary cursive writing, prepare four work sheets comprised of words, numerals, sentences, and paragraphs respectively. Use samples from a student handwriting book if one is available, or use samples from content-area curricula. Make transparencies of each work sheet. Have lined paper for students to use that corresponds with the lines on each work sheet.

ACTIVITY

Give each student one of the work sheets and the corresponding lined paper. Ask students to copy the words, numerals, sentences, or paragraphs on their lined paper. Then, have students place the matching transparency over their writing to see how nearly their writing coincides with the model. Have students evaluate their own writing based on spacing between letters and words, alignment, letter shape, and slant.

Continue the same process with the other work sheets.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: HANDWRITING
OUTCOMES:
2. Write legible sentences and short paragraphs from dictation. (4,5,6)
5. Write legibly using a pen. (4,5,6)
6. Write with the speed necessary for the task at hand. (4,5,6)
7. Observe conventions of writing, including margins and paragraph indentions. (4,5,6)
8. Make a neat final copy after proofreading. (4,5,6)

NOTES FOR THE TEACHER

This activity should follow several weeks of handwriting review and practice. It involves handwriting, proofreading, and writing dictated words speedily. It also covers the proper use of an erasable ball-point pen. The following materials are needed: prepared work sheet similar to the one following the activity, erasable ball-point pens, and red pens or pencils for proofreading.

ACTIVITY

Talk to the students about the importance of neat, legible handwriting. Explain to students that as they advance in school, they will be responsible for taking notes from lectures and preparing written material from dictation. Stress the importance of writing these notes correctly.

Each week give students copies of the work sheet they are to use, and have them carefully review the work sheets. Tell them this is their copy and they are responsible for keeping it for the week. Instruct students to observe carefully how each sentence is written. Explain how the sentences make up the paragraph at the bottom of the work sheet. Have students carefully check the paragraph's form for indentions and margins.

Tell students they are to practice writing the sentences and the paragraph several times each day. Emphasize that this will help them form their letters correctly and familiarize them with correct paragraph form. Tell students that on Wednesday of each week, there will be a trial or pretest in which the sentences and paragraph will be dictated at a certain speed and students will be expected to write them as perfectly as they can. Have students write their

ACTIVITY (Continued)

sentences and paragraph with erasable ball-point pens. Have students check their own papers using their original work sheets as models. Tell students to note all errors. Explain that emphasis should be placed on finding trouble spots in order that they be corrected and practiced before the posttest on Friday.

On Friday, dictate the test again and have students write the sentences and paragraph with erasable ball-point pens. Then, let the students exchange papers and mark any errors with red pens or pencils. Tell students that they are to check for errors related to incorrectly formed letters, capitalization, punctuation, paragraph indention, spelling, and margins. After the papers are checked, direct students to return the papers to the original writers. Then, have students write a final, correct copy in their best handwriting, using an erasable ball-point pen.

The following two pages provide an example of how the sentence/paragraph model and the student work sheet might look.

1. The fly wanted a place to rest.
2. That leaf looked cozy.
3. The fly landed.
4. In a second, the plant's
leaf snapped shut.
5. The Venus flytrap had
another meal to eat.

The fly wanted a place to rest. That leaf looked cozy. The fly landed. In a second, the plant's leaf snapped shut. The Venus flytrap had another meal to eat.

1.

2.

3.

4.

5.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: SPELLING
OUTCOME: 1. Use the correct spelling of homophones in context. (4,5,6)

NOTES FOR THE TEACHER

In this activity, students are engaged in a homophone bee. The procedures for a homophone bee are the same as for a spelling bee. Student understanding of homophones is necessary prior to this activity. Have available a list of homophones and sentences similar to the following:

doe	The doe was running through the forest.
dough	Mother kneeded the dough to make the bread.
hear	We want to hear the tune again.
here	Put the exercise bike over here.

ACTIVITY

Announce to the students that they are to have a homophone bee. Explain that the procedures for a homophone bee are the same as for a spelling bee. Divide the class into two teams. Have the teams stand on opposite sides of the room. Decide which team will be first. Say a homophone, and use it in a sentence.

Have the students on each team take turns spelling the homophones. If the students spell the words correctly, direct them to remain standing. If the students spell the words incorrectly, ask them to sit down. Explain that the team with the most students standing wins the game after each team has had an equal number of words to spell.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: SPELLING
OUTCOME: 2. Identify misspelled words in which the incorrect spelling reflects errors in applying structural principles. (4,5,6)

NOTES FOR THE TEACHER

Activities for this outcome incorporate the spelling of compound words, contractions, plural forms, and words with affixes or inflectional endings.

Activity 1 provides practice in identifying misspelled contractions. Advance preparation of student work sheets is necessary. Activity 2 affords students the opportunity to apply all of the structural principles in choosing the misspelled word. Work sheets need to be prepared before Activity 2 is implemented.

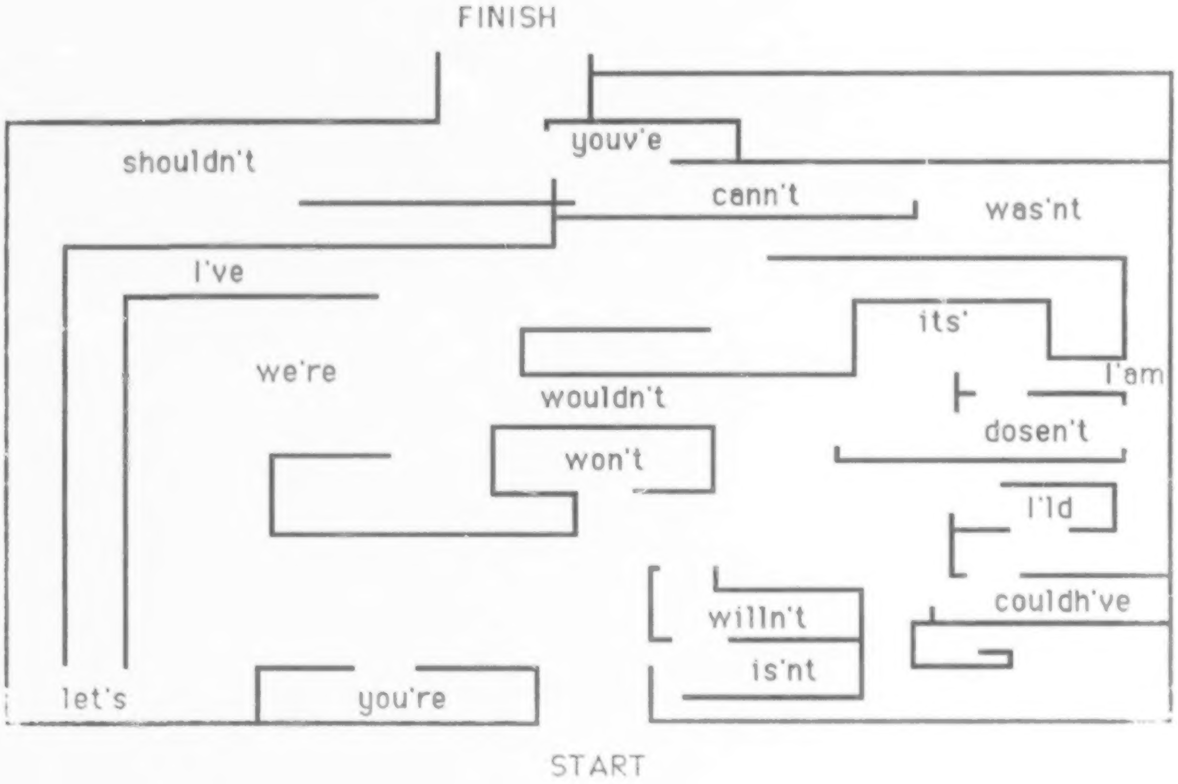
ACTIVITY 1

Remind students that a contraction is a written or spoken expression shortened by omitting or combining one or more letters or sounds. State that the omitted letter or letters are replaced with an apostrophe. Use a list similar to the one below. Emphasize to students that the contractions are grouped according to common principles that demonstrate how apostrophes can be substituted for a letter or letters.

am	are	is, has	have	will	not
I'am	you're	he's	I've	I'll	can't
	we're	she's	you've	you'll	isn't
	they're	that's	we've	we'll	aren't
		there's	they've	he'll	doesn't
		it's			

Provide each student with a work sheet showing the maze on the next page. Tell students to circle the contractions that are misspelled. Direct students to draw a line from "start" to "finish" that touches each circled word.

ACTIVITY 1 (Continued)


FINISH
youv'e
shouldn't
cann't
was'nt
I've
its'
we're
wouldn't
I'am
dosen't
won't
I'ld
couldh've
willn't
is'nt
let's
you're
START

ACTIVITY 2

To assess spelling ability as it is related to structural principles, give each student a work sheet with a list of words such as the words shown below. Direct students to "go on a spelling safari" to hunt the misspelled words. Have students circle the misspelled word in each row and then check their work by using a dictionary.

1.	redecorate	mistreat	uncontroled
2.	carring	ungrateful	details
3.	watermelon	summetime	rainbow
4.	insects	exports	cherrys
5.	immpossible	incorrect	illegal
6.	months	taxs	clothes
7.	he's	they're	wer'e
8.	talking	islands	resultted
9.	chicken	pennys	anchor
10.	production	discussion	selecttion
11.	surely	images	privatly
12.	relatted	concluded	balanced
13.	streetcar	turnpike	roadsside
14.	poorrest	sweetest	beliefs
15.	suddenly	offered	scatterred
16.	movable	respectable	valueble
17.	section	consisting	exportes
18.	couldn't	won't	I'v
19.	exchanged	desired	defendded
20.	emptiness	dirtest	prying

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LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: SPELLING
OUTCOME: 3. Spell most words needed in student writing (to include months of the year, days of the week, and numbers one to one hundred). (4,5,6)

NOTES FOR THE TEACHER

This activity is helpful as a review in spelling frequently used words. Explain the activity prior to implementation so students may review the spellings of words to be used.

ACTIVITY

Send one student to the chalkboard. Direct that student to challenge another student to a spelling match. Ask the student who is challenged to go to the chalkboard. Say a number from one to one hundred. Instruct both students to try and spell the word correctly by writing the word on the chalkboard. Explain that the one who correctly spells the word first remains at the chalkboard to challenge another student.

VARIATION: Divide the class into small teams and keep score. Use additional topics, such as months of the year and days of the week.

AREA: SPELLING
OUTCOME: 4. Spell common abbreviations correctly. (4,5,6)

NOTES FOR THE TEACHER

Abbreviations are shortened forms of words. Many abbreviations are forms of proper nouns and are written with a capital letter. Abbreviations are easier and quicker to use than the long forms of the words. Abbreviations are used in all types of reading material.

ACTIVITY 1

Explain that the dictionary lists common abbreviations for many words. List some common abbreviations on the chalkboard. Have students write the correct spellings of the words for which the abbreviations stand. Have students use dictionaries, if needed. Explain that sometimes an abbreviation can stand for more than one word or that a word may have more than one abbreviation. Use abbreviations such as the following:

blvd.	boulevard	F.B.I.	Federal Bureau of Investigation
c/o	care of	F.D.A.	Food and Drug Administration
c.o.d.	cash on delivery;	M.D.	Doctor of Medicine
	collect on delivery	mph	miles per hour
C.S.T.	Central Standard Time	M.S.T.	Mountain Standard Time
D.A.	District Attorney	Mt., mt.	Mount; mountain
Dem.	Democrat	no.	number
D.S.T.	Daylight Saving Time	P.S.T.	Pacific Standard Time
E.S.T.	Eastern Standard Time	UN	United Nations
Rep.	Republican	vet.	veteran; veterinarian

ACTIVITY 2

Write some common abbreviations in one column on the chalkboard. In random order, write the words that match the abbreviations in a second column. Ask students to match each word with the correct abbreviation.

Example:

Column A	Column B
b 1. Ave.	a. Street
a 2. Dr.	b. Avenue
c 3. St.	c. Doctor

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: SPELLING
OUTCOME: 5. Spell irregular words. (4,5,6)

NOTES FOR THE TEACHER

Dictionaries are needed in Activities 1 and 2. Prepare copies of an "I" Before "E" work sheet as shown below prior to implementing Activity 1.

"I" Before "E"

"I" before "e"	(relief)	_____	_____	_____
except after "c,"	(receive)	_____	_____	_____
or when sounded as "a"				
as in "neighbor" or "weigh."	(sleigh)	_____	_____	_____
Exception words are	(science)	_____	_____	_____

ACTIVITY 1

Distribute the "I" Before "E" work sheet. Have students recite the rhyme and discuss its meaning.

Explain that there are several exceptions to the "i" before "e" generalization: when the letter "e" comes before "i" at the beginning of a word (either) and when the letter combination "ei" has an "a" sound (neighbor). State that other exceptions include words such as height, seize, neither, leisure, weird, and foreign.

Direct students to use their dictionaries to find examples of the "i" before "e" generalization and examples of exceptions. Have students complete the work sheet by writing words in the blanks that follow the generalization. Let students compare their answers.

ACTIVITY 2

Have students look at certain words in the English language that can be spelled in two different ways. Discuss with students that some words have secondary spellings that are accepted but are not used as frequently. Write the secondary spellings on the chalkboard. Have students find the more frequently used spellings in their dictionaries and write both words on their papers. Use secondary spellings such as the following:

	Secondary Spellings	More Frequently Used Spellings
1.	theatre	theater
2.	cosy	cozy
3.	centre	center
4.	catsup	ketchup
5.	lollypop	lollipop
6.	axe	ax
7.	grey	gray
8.	briar	brier

ACTIVITY 3

Tell students that some words do not fit a sound-symbol pattern. Explain that in each of these words, there is a letter that is not sounded. Write the following examples on the chalkboard:

1. limb
2. doubt
3. knit
4. sign
5. honor
6. knob
7. wrinkle
8. handsome

Have students pronounce the words, identify the silent letters, and write the words correctly without looking at the chalkboard.

AREA: SPELLING
OUTCOME: 6. Spell compound words. (4,5,6)

NOTES FOR THE TEACHER

The following activity may be adjusted to different grade levels according to the difficulty of the words. Prior to the activity, develop a list of compound words with a description of each, similar to the following:

Description	Compound Words
1. Time of day after 12:00 noon	afternoon
2. Bird that is blue	bluebird
3. Ball kicked with the foot	football
4. Storm of rain	rainstorm
5. Gold stick	goldenrod
6. Ache in the head	headache
7. Middle of the night	midnight

ACTIVITY

Read a description of a compound word to the students. Have students write the compound word on their papers. Let one student write the word on the chalkboard, and ask the other students to indicate if it is spelled correctly. Continue with other compound words similar to the ones on the above list. Ask students to give descriptions of compound words for their classmates to guess.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: SPELLING

OUTCOMES:
7. Identify misspelled words in which the incorrect spellings of certain consonant sounds represent common spelling errors. (5,6)
8. Identify misspelled words in which the incorrect spellings of certain vowel sounds represent common spelling errors. (5,6)

NOTES FOR THE TEACHER

Copies of the sample story used in this activity need to be prepared in advance.

ACTIVITY

Give each student a copy of the story below. Tell students they are to grade the spelling in the story. Direct students to circle each misspelled word. For each word spelled incorrectly, ask students to subtract five points from one hundred and write the final grade at the top of their papers.

> I have always dreamed about being an astronaut and exploring our univurse. Would you believe my chance haz come? Hugo Sharp, my friend the science professer, telefoned and said I woud be the perfect crew member for the next shuttle. All I have to do is to compleat the application and manetane my cool. I am thrilled beyond belief! What a victery I could achieve for the United States!
>
> Once the computor had processed all the applications and analized the results, my name was shining like a jewel. I could finally pursoo my phantasy of being an explorer, but I would have to miss a term of school to be trained for the mission. I knew it was worth it!
>
> On my first day to go to the space center, I nervously ate a sawsage biscuit for breakfast, dressed, and put on my canvis walking shoes. I was scheduled to see how the engine in the sistem operated. It had been installed by experts and was in perfect working order.

ACTIVITY (Continued)

> My exsitement mounted as I waited for the launch date. Finally the big day arrived. A violent thunderstorm caused a flud the night before, but the launch was not cancelled. With butterflies in my stomack, I took my spacesuit from the closit and tried to remain kalm. Tomorrow I would awaken in space!

Compare the final grades assigned by the students by recording the numbers on the chalkboard. Finally, tell students there are twenty misspelled words. Let the students who did not find all twenty words work with a peer until they have identified the misspelled words.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: SPELLING
OUTCOME: 9. Spell initial, medial, and final consonant sounds. (4,5,6)

NOTES FOR THE TEACHER

Prior to the activity, prepare a list of words with single initial, medial, and final consonant sounds. Use words similar to the ones below:

given	g v n
basis	b s s
remain	r m n
callous	c l s
lesson	l s n
pallet	p l t
human	h m n
latter	l t r
moral	m r l
total	t t l
repeat	r p t
cotton	c t n
detail	d t l
limit	l m t
period	p r d

Divide the chalkboard into two areas as shown below:

Team A	Team B
_ _ _	_ _ _
_ _ _	_ _ _
_ _ _	_ _ _
_ _ _	_ _ _

ACTIVITY

Divide the class into two groups. Pronounce a word from the list. Have the first two students on each team go to the chalkboard and write the initial, medial, and final consonant letters they hear on the lines provided. Instruct students to omit the vowel letters they hear. Give a point to the team whose member is the first to correctly identify the three consonant letters. Continue the activity until each student has a turn.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: SPELLING
OUTCOME: 10. Spell words correctly that contain the following:
- a. Consonant clusters
- b. Consonant digraphs
- c. One-letter vowel
- d. Vowel combinations
- e. Vowel/consonant/e
- f. Vowel-r pattern
- g. Schwa sounds (4,5,6)

NOTES FOR THE TEACHER

Magazines or newspapers, poster board, glue, and scissors are needed for Activity 1. A work sheet prepared in advance is needed for Activity 2. Make the vowel-r combination charts shown in Activity 6.

ACTIVITY 1 - OUTCOME 10.a.

Divide the class into three groups. Distribute magazines or newspapers to each group. Explain that each group is going on a scavenger hunt to find words containing consonant blends or clusters in their magazines or newspapers. Tell students they will earn points for the words they find based on the following system:

initial two-letter consonant cluster-----two points
medial two letter consonant cluster------three points
final two-letter consonant cluster-------four points
three-letter consonant cluster-----------five points

Have students cut the words from magazines or newspapers and glue them on poster board. Set a time limit of twenty minutes. At the end of the time period, check the words from each group and declare the winner. Give a reward to the winning group.

ACTIVITY 2 - OUTCOME 10.b.

Have students label a sheet of paper with the following headings: Initial, Medial, and Final. Say a group of words containing consonant digraphs in either the initial, medial, or final positions. Have students listen to the words and write them under the appropriate headings. After all words have been pronounced, let students exchange papers and check the work. Use words similar to the following:

INITIAL	MEDIAL	FINAL
shy	dishpan	muff
white	message	smooth
knife	telephone	cough

ACTIVITY 3 - OUTCOME 10.c.

Distribute work sheets with words that have one vowel missing from each word. Tell students to keep their work sheets turned face down until they hear the word "go." Have students complete their work sheets by adding a vowel that correctly completes each word. Let the student who finishes first say and spell the completed words. Explain that some words may be completed with different vowels. If the words are correct, declare the student to be the winner. Explain that another student may challenge a word. State that the student who challenges a word must check the spelling of the word in a dictionary.

Examples:

c_ll n_d l_p m_p c_t dr_g m_d t_p l_d

l_t c_me z_p sl_d m_de f_ll f_t d_ck

ACTIVITY 4 - OUTCOME 10.d.

Divide the class into two football teams. Draw a football field on the chalkboard. Place a football on the fifty yard line. Assign one team the ow sound as in the word snow. Assign the other team the ow sound as in the word cow. Let the teams get into their respective huddles with their dictionaries. Stress that all dictionaries must remain closed until a signal is given for play to begin. When a team finds a word with the team's ow sound, have the quarterback write the word on the chalkboard. If the word has the correct ow sound for that

ACTIVITY 4 (Continued)

team, let the quarterback move the ball ten yards toward the appropriate goal. Explain that the first team to score a touchdown wins the game. Vary the game by using other vowel combinations.

ACTIVITY 5 - OUTCOME 10.e.

Explain to students that when two vowels are in a word and one of the vowels is a final e, the first vowel usually has the long sound and the final e is usually silent. Write the following pattern on the chalkboard:

vowel / consonant / e

Read questions or incomplete sentences to the students. Ask students to answer the questions and finish the incomplete sentences with words having the vowel/consonant/e spelling pattern in which the first vowel has the long vowel sound and the final e is silent. Have students write the answers on their papers. Ask different students to write their responses on the chalkboard underneath the vowel/consonant/e pattern. Use sentences similar to the following:

1. We depend on clocks for _____.
2. What do you do with a pencil?
3. Mother bakes a birthday _____.
4. The boy cannot walk; he is _____.
5. Prop the tomato plants up with a _____.
6. What is a performance in which the characters act with gestures and body movements but with no voice?
7. Please _____ the fire to make it flame again.

vowel / consonant / e

1. time
2. write
3. cake
4. lame
5. stake
6. mime
7. stoke

ACTIVITY 5 (Continued)

Caution students about applying this generalization to all words with a vowel/consonant/e spelling pattern. Point out several exceptions, such as love, done, come, give, have, and glove.

Next, have students write questions or incomplete sentences in which a correct response would follow the vowel/consonant/e generalization. Encourage students to choose unusual words. Let students exchange papers to answer questions and finish the incomplete sentences of their peers.

ACTIVITY 6 - OUTCOME 10.f.

Explain to students that when a vowel is followed by r, it results in a blended sound that is neither long nor short. Stress that the same vowel followed by "r" can have several different sounds. Write some vowel-r combinations on charts similar to the following:

ar	er	ir	or	ur
car	her	dirt	born	fur
dare	merry	fire	borrow	bury
coward	here		word	cure
war	sergeant			

Tell students they are entering the Talledega 500. Let each student draw a race car and write his/her name on the side. Designate a particular word such as dirt. Have students race to write as many words as they can in which "r" has the same sound as in dirt. Set an appropriate time limit for students to make their lists. Let the student who has the most words with the correct "ir" sound place his/her race car beside the word dirt on the chart. Continue with other vowel-r combinations.

ACTIVITY 7 - OUTCOME 10.g.

Write a number of words that contain the schwa sound on the chalkboard. Write the schwa symbol in place of the vowels. Tell students to use dictionaries to find the appropriate vowels, to list the vowels, and to spell the words correctly. Use words similar to the following:

Words	Vowels	Correct Spelling
deniəl	a	denial
encountər	e	encounter
habətat	i	habitat
horizən	o	horizon
məstache	u	mustache

4[illegible]5

4[illegible]6

AREA: SPELLING
OUTCOMES: 11. Spell plurals of nouns. (4,5,6)
14. Use a dictionary or a glossary when needed to check spelling. (4,5,6)

NOTES FOR THE TEACHER

Plural spellings are taught in the following activities by starting with the most common way to form plurals and proceeding to work through other steps involved in writing plurals. Dictionaries should be available for student use.

ACTIVITY 1 - OUTCOME 11

To review the spelling of plural nouns, write several singular nouns on the chalkboard. Use examples similar to the following:

computer (computers)   star (stars)   rocket (rockets)

Have students discuss how to make a noun plural. Remind them that a singular noun names only one, while a plural noun names more than one. In making the example words plural, guide students in forming the generalization that most nouns are made plural by adding s to the singular word.

Following the discussion, write several singular nouns on the chalkboard. Have students copy the words from the chalkboard and write the plural of each. Use nouns such as the following:

bottle
light
planet
code
flare
deck
parent
captain
raccoon
hurricane
fear
building

ACTIVITY 2 - OUTCOME 11

Write words such as the following on the chalkboard:

churches
gases
buzzes
brushes
boxes
glasses

Ask students to underline the singular form of each noun. After each base word has been identified, ask students how the words were made plural. After students realize that es was added to form the plurals, help students generalize that most singular words ending with ch, sh, s, x, and z are made plural by adding es.

Write the following sentences on the chalkboard. Have the students copy each sentence, making the underlined words plural.

1. Both fox have bushy tails.
2. Sam bought two strawberry fizz for his friends.
3. There are many kinds of bus.
4. I won three pass to the circus with my lucky guess.
5. Who picked these box of delicious peach?
6. Mother put the dish on the table.

ACTIVITY 3 - OUTCOME 11

Have students recall how to form the plural of boy and fly. Elicit that the plural of boy is boys because words ending in y preceded by a vowel are made plural by adding s. Explain that to make the plural of words ending in y preceded by a consonant, the y is changed to i and es is added.

Provide practice in spelling these plurals by having students write the singular and plural forms of the following words:

cowboy (cowboys)
guy (guys)
tray (trays)
berry (berries)
cry (cries)
toy (toys)
play (plays)
bunny (bunnies)
penny (pennies)
try (tries)
way (ways)
city (cities)

ACTIVITY 4 - OUTCOMES 11 and 14

Show a new piece of chalk to the class. Break it in half, and ask a volunteer to spell and write the word half on the chalkboard. Have another volunteer write the plural of half, noting to the class that the f is changed to v before adding es.

Ask if anyone knows how to make the word knife plural. When knives has been correctly spelled, remind students that the plural form of many words ending in f or fe is made by changing the f or fe to v and adding es. However, explain that some words that end in f or fe only have an s added to form the plural, such as safe (safes) and roof (roofs). If students are uncertain of how to form plurals of words ending in f or fe, have them consult dictionaries.

To provide practice, write words in singular form on the chalkboard. Tell students that they have been given the magic power to turn each item into two. Have them copy the words from the chalkboard and then use their magic powers to turn each one into two by writing the plural forms on their papers. Use words similar to the following:

calf (calves)
wolf (wolves)
self (selves)
life (lives)
leaf (leaves)
loaf (loaves)
proof (proofs)
chief (chiefs)
elf (elves)
shelf (shelves)
cliff (cliffs)
wife (wives)

ACTIVITY 5 - OUTCOMES 11 and 14

Tell students that some nouns do not follow any of the rules used in Activities 1 through 4. Discuss the following exceptions, writing examples on the chalkboard:

deer - deer
moose - moose
child - children
ox - oxen
man - men
foot - feet

Explain that these irregular plural nouns just must be remembered. Tell students that a dictionary can help students learn the correct plural form for any word.

ACTIVITY 5 (Continued)

Write the following words in singular form on the chalkboard. Have students write both the singular and plural forms of each word, using dictionaries when necessary.

goose (geese)
tomato (tomatoes)
woman (women)
crisis (crises)
bacterium (bacteria)
oasis (oases)
fish (fish or fishes)
cactus (cactuses or cacti)
mouse (mice)
tooth (teeth)
octopus (octopuses, octopodes, or octopi)
gentleman (gentlemen)

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: SPELLING
OUTCOMES: 12. Add affixes to words correctly. (4,5,6)
13. Add inflectional endings to words correctly. (4,5,6)

NOTES FOR THE TEACHER

Prefixes and/or suffixes written on cards are needed to play a game in the following activity. Place the cards in separate boxes labeled Suffixes and Prefixes.

Common suffixes that may be included are:

-er, -or, -less, -fold, -ful, -ly, -y, -ous, -ward, -able, or -ible, and -ion.

Common prefixes that may be included are:

un-, re-, pre-, super-, mis-, sub-, dis-, non-, and in-.

One or more dictionaries may be needed to check the spellings of some words. A stopwatch or watch with a second hand is needed.

ACTIVITY

Discuss with students that when a prefix is added to a word, usually no change is made in the spelling of the base word and the prefix is added to the base word without a hyphen. Explain the following exceptions:

- A hyphen is used between a prefix and a proper noun (un-American).
- A hyphen is used with certain prefixes, such as ex (ex-president), self (self-made), and all (all-star).
- A hyphen is used to prevent confusion in the meanings of words (re-collect and recollect).

ACTIVITY (Continued)

Tell students that when a suffix is added to a base word, usually the spelling of the base word does not change. However, explain that if the base word fits one of the spelling patterns below, the spelling of the base word does change when a suffix is added.

1. If a word ends in a consonant plus y (C+y) pattern, change the y to i and add the suffix (fancy--fanciful).
   Exception: If the suffix is ing, do not change the y (dizzy--dizzying).
2. If a word ends in a consonant plus e (C+e) pattern, drop the e to add a suffix that begins with a vowel (drive--driven--driving) and keep the e to add a suffix that begins with a consonant (name--nameless).
3. When one-syllable words and words accented on the last syllable in a single vowel followed by a single consonant (VC) pattern, double the consonant before a suffix beginning with a vowel (plan--planning; forget--forgetting). When the last syllable is not accented, do not double the consonant (happen--happening).

To provide an opportunity for students to apply prefix and suffix generalizations, let them play games using the prefix and suffix cards that were prepared in advance.

Divide the class into two teams. Let one student from each team go to the chalkboard. Use only the suffix cards in the first game. Explain that each student at the chalkboard has fifteen seconds to write a word that ends with the suffix on the card. Tell students that the words must be spelled correctly and written legibly. Draw a suffix card at random, and show the card to the students. If both students correctly spell a word, give each team one point. Place the suffix card face down beside the suffix box. Ask the next two team members to go to the chalkboard. Draw a new suffix card. Continue until one student fails to correctly write an appropriate word within fifteen seconds. Explain that this student is out and the other team wins that round and gets one point. When all the suffixes have been selected, put them back into the box, shake the box, and continue the game. Predetermine the number of rounds to be played and explain that the team with the highest score wins. For an option, let the first team to score fifteen points win. Ask students who are out of the game to keep a list of the words written on the chalkboard and check for duplication and for correct spellings in the dictionary, if needed.

Use the same procedures with the prefix cards to review the prefix generalizations.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PUNCTUATION
OUTCOMES: 1. Use periods at the end of declarative and imperative sentences. (4,5,6)
4. Use a question mark at the end of a direct question. (4,5,6)
5. Use an exclamation mark at the end of an exclamatory sentence. (4,5,6)

NOTES FOR THE TEACHER

Old books, magazines, and newspapers are needed for Activity 1. Paragraphs without end punctuation are needed for Activity 2.

ACTIVITY 1 - OUTCOMES 1, 4, and 5

Have students look for examples of the four sentence types: declarative, imperative, interrogative, and explanatory. Use old books, magazines, and newspapers to find the sentence examples. Ask students which types of sentences were easiest to find. Have them copy two examples of each sentence type and place the appropriate punctuation mark at the end.

ACTIVITY 2 - OUTCOMES 1, 4, and 5

Provide students with paragraphs in which all ending punctuation marks have been omitted. Include all four kinds of sentences.

Have students copy the paragraphs and place the appropriate ending punctuation marks where they are needed. Let students work in pairs and check each other's final product.

ACTIVITY 3 - OUTCOMES 1, 4, and 5

Ask students to write a paragraph describing their favorite movie star. Tell them to include all four sentence types but to omit all end punctuation marks. Let students exchange paragraphs and add the end punctuation marks.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 2. Use periods after abbreviations and initials. (4,5,6)

NOTES FOR THE TEACHER

Index cards, envelopes, or unlined paper can be used for Activity 1. Plan to provide an outline map of the United States for Activity 2.

ACTIVITY 1

Using characters from stories and make-believe addresses, have students write names and addresses on index cards in the form they would use to address an envelope. Ask students to incorporate as many abbreviations and initials as possible, but to omit periods. (A list of abbreviations with appropriate punctuation can be provided on a chart.) Pair students and instruct them to place appropriate periods on each others' index cards.

ACTIVITY 2

Let students fill in state abbreviations on an outline map of the United States. Other abbreviations for geographical features, such as the one for mountain, may be added.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 3. Use periods after letters and numbers in an outline. (4,5,6)

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 10. Construct a topic outline. (4,5,6)

AREA: CAPITALIZATION
OUTCOMES 14. Capitalize the first word of each topic and subtopic when developing an outline. (4,5,6)

NOTES FOR THE TEACHER

Refer to WRITING: PLANNING/ORGANIZING/COMPOSING; OUTCOME 10, page 195.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PUNCTUATION

OUTCOMES:

6. Use commas to separate words in a series. (4,5,6)
7. Use a comma to separate day of month and year and after the year when dates occur in the middle of a sentence. (4,5,6)
8. Use a comma between city and state and after state when city and state occur in the middle of a sentence. (4,5,6)
9. Use a comma to set off a proper noun in a direct address. (4,5,6)
10. Use a comma to set off appositives. (4,5,6)
11. Use a comma to set off parenthetical expressions that interrupt the sentence. (5,6)
12. Use a comma to separate a direct quotation. (4,5,6)
13. Use a comma after certain introductory words. (4,5,6)
14. Use a comma after the salutation in personal letters and after the closing in personal and business letters. (4,5,6)
15. Use a comma before a conjunction that joins two simple sentences. (5,6)

NOTES FOR THE TEACHER

Collect examples of sentences in which commas are used as in the rules given in Outcomes 6 through 15. Also, note cards (3 by 5 inches) are needed for the activity.

ACTIVITY

Give each student a note card. Direct each student to draw a large comma on the note card. Using examples of sentences in which commas are used as described in the Notes above, make sentence strips, or put examples on a chart large enough for the entire class to read. Omit commas from the sentences that are displayed. Divide the class into two teams. Read each example slowly once. Then, re-read the example. As the example is read, have students hold up their "comma cards" when the teacher comes to a place where a comma is needed. Have one student keep a record of the number of correct responses on each team. When all examples have been read, declare the team with the most correct responses as the winner. For individual evaluation, let the students rewrite the same examples putting commas where they are needed.

AREA: PUNCTUATION
OUTCOME: 16. Use a hyphen at the end of a line to show a divided word. (4,5,6)

NOTES FOR THE TEACHER

Students must understand the concept of syllables before attempting this exercise. There are endless variations that can be adapted for individual work, for partners, or for small or large group activities.

ACTIVITY

Direct students to consult various sources and compose word lists that include one-, two-, and multisyllable words.

Ask students to hyphenate the words on their word lists by using the syllabication rules below.

(1) Divide words only between syllables.
(2) Words of only one syllable may never be divided by a hyphen.
(3) Words should never be divided so that one part is a single letter.

Encourage students to divide these words in all of the possible places. Then, direct students to exchange lists and check the hyphenation of each other's words.

VARIATION: Direct a student to write a word on the chalkboard, and ask the class to write all possible ways to hyphenate it.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 17. Use apostrophes in contractions. (4,5,6)

NOTES FOR THE TEACHER

These activities provide reinforcement in the use of apostrophes in contractions. Activities 1 and 3 could be used to clarify reasons for using apostrophes. Activities 2 and 4 provide practice in writing contractions.

ACTIVITY 1

Write the following words on the chalkboard, and have a pupil read them:

shed were wed

Put an apostrophe in each word, and ask students to tell what happens to each word:

she'd we're we'd

See if they can suggest other examples of how the apostrophe changes the meaning of the letter combinations or words. Students may name examples similar to the following:

shell - she'll well - we'll its - it's

ACTIVITY 2

Write sentences on the board similar to the ones on the next page. Have students read them aloud, then write each sentence, combining the underlined word with the word not to form a contraction. Remind students to place apostrophes where they belong.

ACTIVITY 2 (Continued)

1. Two children were sitting on the bench. (weren't)
2. Joe was at the movies with Sam. (wasn't)
3. I will tell Chris what you said. (won't)
4. I should sleep late on Saturday. (shouldn't)

ACTIVITY 3

Remind students that a contraction is a combination of two words, and that an apostrophe is used to show that some letter or letters have been omitted.

Explain to students that a few contractions have homophones that are possessives: its - it's, your - you're, and their - they're. Tell students that one way to decide which homophone is correct in a sentence is to employ the following procedure:

> Read the sentence using the two words that make up the contraction. If the two words make sense in the sentence, the contraction is the correct homophone to use. If the two words do not make sense in the sentence, the possessive form is the correct homophone.
>
> Example: Let me hang up (your, you're) coat.
> Read: Let me hang up you are coat.
> Decide: Since "you are" makes no sense in the sentence, the correct homophone is the possessive pronoun your.

Provide students with sentences similar to the example. Instruct students to apply the procedure and to decide whether the contraction or the possessive form is needed.

ACTIVITY 4

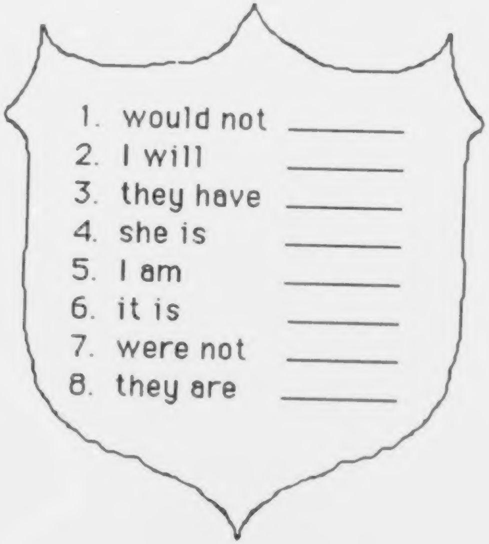
Review or post rules related to the formation of contractions:

1. Combine two words (we will--we'll).
2. If not is the second word, replace the o in not with an apostrophe (is not--isn't).
3. If am, is, or are is the second word, replace the first letter with an apostrophe (I am--I'm, he is--he's, you are--you're).

ACTIVITY 4 (Continued)

4. If *have* is the second word, replace the *ha* with an apostrophe (I have--I've).
5. If *had* or *would* is the second word, replace all but the last letter (d) with an apostrophe (I had--I'd, he would--he'd).
6. If *will* or *shall* is the second word, replace all but the last two letters (ll) with an apostrophe (she will-she'll, I shall-I'll).
7. Some contractions do not follow the above guides. *Will not* becomes *won't*. *Cannot* becomes *can't*.

Draw a badge for Agent 008 on the board, or draw the badge on a chart or poster board. On the badge, write a list of words that can be made into contractions. Tell students the undercover detective has not discovered how to make contractions. Tell each student to draw Agent 008's badge on his or her paper and include the list of word pairs. Then tell students to write the contractions for the words given. (See the graphic below for suggestions.) If the words are written on a chart or poster, write the answers on the back for self-checking.



1. would not ________
2. I will ________
3. they have ________
4. she is ________
5. I am ________
6. it is ________
7. were not ________
8. they are ________

AREA: PUNCTUATION
OUTCOME: 18. Use apostrophes in the possessive forms of nouns. (4,5,6)

NOTES FOR THE TEACHER

The apostrophe is used with nouns to show possession or ownership. When teaching students how to form possessive nouns, introduce only one rule at a time.

ACTIVITY 1

Introduce the following rules for forming singular possessive nouns on the chalkboard. List several examples.

Rule: To form the possessive of most singular nouns, add a apostrophe plus s to the noun.

Mary's coat

Rule: If the singular noun already ends with an s, add an apostrophe plus s to the noun when a new syllable is formed in the pronunciation of the possessive.

Dallas's skyscrapers

Rule: If the singular noun already ends with an s, add only an apostrophe to the noun when the addition of an extra syllable would make a word ending in an s sound hard to pronounce.

Mr. Phillips' car

Write several singular nouns on the chalkboard. Ask student to spell the possessive form of each noun. Write students' responses on the board. Have students write sentences using the singular possessive nouns written on the chalkboard.

ACTIVITY 2

Introduce the following rules for forming plural possessive nouns on the chalkboard. List several examples.

Rule: To form the possessive of plural nouns that end in s, add only an apostrophe to the noun.

the dogs' bone the Taylors' house

Rule: To form the possessive of plural nouns that do not end in s, add an apostrophe plus s to the noun.

the women's dresses the mice's cheese

Follow the same procedure as in Activity 1.

ACTIVITY 3

Write a list of singular and plural nouns on the chalkboard. Have students spell the possessive form of each noun. Write their responses on the chalkboard. Guide students in stating the rules for forming possessives in their own words. Ask students to write sentences using both the singular and plural possessive words that are written on the chalkboard.

AREA: PUNCTUATION
OUTCOME: 19. Use quotation marks around titles of chapters, articles, short stories, and short poems. (4,5,6)

NOTES FOR THE TEACHER

Review rules for using quotation marks in titles, chapters, articles, short stories, and short poems. For Activity 1, basal readers and newspapers are needed for each student. Have available sentences containing titles of chapters, articles, short stories, and short poems for Activity 2.

ACTIVITY

Write each of the following sentences on a strip of paper:

1. Have you read Pecos Bill and the Rattlesnake?
2. The poem The Raven was written by Edgar Allan Poe.
3. Our teacher assigned the chapter Capitalization and Punctuation for homework.
4. I just read an article in the newspaper entitled How To Keep Cool.

Fold the sentence strips and place them in a paper bag. Let a student draw a sentence strip from the bag. Have the student write the sentence on the chalkboard using the correct punctuation. Have the student read the sentence and tell why the punctuation was needed.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 20. Use quotation marks to indicate dialogue. (4,5,6)

AREA: CAPITALIZATION
OUTCOME: 13. Capitalize the first letter in dialogue quotation. (4,5,6)

NOTES FOR THE TEACHER

Activity 1 could serve as an introduction to using quotation marks in dialogue. At least one cartoon strip is needed for this class project.

A prerecorded conversation between students or persons in a television show is needed for Activity 2.

A copy of Bartlett's Quotations or a similar book of quotations is needed for Activity 3.

ACTIVITY 1 - PUNCTUATION; OUTCOME 20
CAPITALIZATION; OUTCOME 13

Explain to students that conversation in a story is called "dialogue." Show students a cartoon strip, and write on the chalkboard what the characters are saying as an example of dialogue. Review with students how quotation marks are used to show the exact words of a speaker and are used before and after the exact words a person says. Remind students that the exact words of the speaker are separated from the rest of the sentence by one or two commas, a question mark, or an exclamation mark. Help students recall that the first word the speaker says begins with a capital letter. Explain to students that they are to indent and start a new paragraph each time a new speaker begins.

Use an example from a cartoon similar to the following:

"If you put three ducks into a crate," said Mindy, "what do you get?"
"A box of quackers!" laughed Mindy.

ACTIVITY 1 (Continued)

For additional practice, have each student write dialogue from another cartoon. If students do not have access to a newspaper, have them write a joke they know or make up a conversation between two friends.

ACTIVITY 2 - PUNCTUATION; OUTCOME 20
CAPITALIZATION; OUTCOME 13

Record a conversation between two pupils or a short scene involving conversation from a television show. Play the tape slowly, and have pupils write each part of the conversation as dialogue. Remind students to use quotation marks, other punctuation marks, and capitalization correctly. Remind students to identify the speakers.

As a variation, remind students of a familiar story, such as "Old Yeller" or "Cinderella." Have them write the dialogue for two characters in a scene from the story.

ACTIVITY 3 - PUNCTUATION; OUTCOME 20
CAPITALIZATION; OUTCOME 13

Show students a copy of *Bartlett's Quotations*. Encourage each student to make a similar booklet, using quotations from a variety of sources (books, friends, classmates, people on the street, television shows, and movies). Allow a week for students to collect quotes. Remind students to use correct punctuation and capitalization and to identify the speaker of each quotation. Give a prize for the most interesting, longest, and/or most correctly written booklet.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 21. Use quotation marks when quoting directly from a source. (6)

NOTES FOR THE TEACHER

The first activity can be used in conjunction with a unit on writing reports and essays or as part of a review of the use of quotation marks. Bartlett's Quotations would be useful in expanding Activity 1.

Activity 2 would work well as part of a unit of study in social studies or science.

ACTIVITY 1

Explain to students that authors often want to include someone else's exact words when they write a report, an article, or other type of paper. Tell students that in these situations it is necessary for the author to give the name of the person who made the statement, to use the author's exact words, to enclose the statement in quotation marks, and to identify the source.

Provide students with a list of well-known quotations and their authors. Use quotations such as:

> "Fourscore and seven years ago our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."
>
> Abraham Lincoln, from the Gettysburg Address
>
> "You ain't heard nothin' yet, folks."
>
> Al Jolson

ACTIVITY 1 (Continued)

"Begin at the beginning ... and go on until you come to the end; then stop."

Lewis Carroll, from Through the Looking-Glass

"And so, my fellow Americans: Ask not what your country can do for you--ask what you can do for your country."

John F. Kennedy, 1961 Inaugural Address

"Genius is one percent inspiration and 99 percent perspiration."

Thomas Edison

"It is better to know some of the questions than all the answers."

James Thurber

Provide students with work sheets that contain sentence stems. Tell students to complete the sentences by supplying the correct quotations. Caution them to use quotation marks correctly.

Sentence beginnings could be as follows:

1. As Lewis Carroll wrote in Through the Looking-Glass, ____________________.
2. Thomas Edison expressed the secret of success when he wrote, ____________________.
3. Al Jolson astonished audiences of the first "talking" movie when he said, ____________________.
4. John F. Kennedy's 1961 Inaugural Address includes the well-known thought, ____________________.
5. Abraham Lincoln's famous Gettysburg Address begins, ____________________.
6. James Thurber liked to say, ____________________.

ACTIVITY 2

Have students compile a folder or booklet of quotations from well-known people. Have this activity correspond with a unit of study, such as the period surrounding the American Revolutionary War, or let it be a year-long project. Remind students to use quotation marks and other punctuation marks properly, and to name the author and source.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 22. Use a colon after the salutation in a business letter. (4,5,6)

NOTES FOR THE TEACHER

Before presenting Activities 1 and 2, remind students to use a colon after the greeting in a business letter and to use a comma after the greeting in a friendly letter.

ACTIVITY 1

Tell students to "create" a toy company; for example, "The Teeter-Totter Carousel." Have them tell about various characteristics of the company, such as where the company is located (address), what the company sells (kinds of products), who the president is (name), and how much money the company makes.

Pose the following hypothetical situation:

> Sue bought a "Papa Smurf" doll from "The Teeter-Totter Carousel." After Sue returned home, she discovered that her "Papa Smurf" doll was not dressed in the white beret that is characteristic of all "Papa Smurf" dolls. Sue wants to write to the president of the company and request a refund.

Have the students write a letter as though they were Sue and had her problem.

ACTIVITY 2

Ask students to write a business letter ordering the items below:

1. One pair of oxford shoes, size seven @ $12.00
2. Two plastic parrot necklaces @ $2.00 each
3. One shaker knit sweater @ $20.00

ACTIVITY 2 (Continued)

Tell students to order the items from the following company:

Guess Who Enterprises
1569 Yielding Avenue
Miami, Florida 33670

Have students exchange papers and check for correct punctuation.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PUNCTUATION
OUTCOME: 23. Use a colon to separate the hour from the minute. (4,5,6)

NOTES FOR THE TEACHER

This activity is excellent for reinforcing the correct use of colons. Encourage students to construct their own questions after the initial activity.

ACTIVITY

Write questions similar to the following on the chalkboard:

WHAT TIME DO YOU:

- wake up on school mornings?
- leave for school?
- arrive at school?
- eat lunch?
- get out of school?
- eat supper?
- complete your homework?
- go to bed?

Instruct students to answer these questions by writing the appropriate times using numerals. Remind students to separate the hour from the minute with a colon.

VARIATION: Have one student write a specific time on the chalkboard in hours and minutes, while others respond with activities that occur at that time. Ask students to compose their own questions and allow classmates to answer them.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOMES: 1. Capitalize the first word in a sentence. (4,5,6)
2. Capitalize the pronoun _I_. (4,5,6)
3. Capitalize proper nouns and titles. (4,5,6)

NOTES FOR THE TEACHER

Review rules of capitalization. Newspapers or magazines are needed for this activity.

ACTIVITY

Write the following paragraph on the chalkboard.

> last saturday john and i went to the birmingham zoo. it is such an interesting place, especially if you like animals. What john liked best was the baby gorilla. it was so cute. the nurse was giving it a bottle. I liked all the animals. it was hard to pick a favorite. at school on monday mrs white let us tell the class about our visit to the zoo.

Explain to the students that someone has committed a "capital offense." Ask students to tell what is wrong with the paragraph. (The paragraph has no capital letters.) Tell students the judge has ruled that the class must perform certain tasks to correct the wrong or go to jail. Inform students that the first task is to correct all errors of capitalization in the paragraph. State that the second task is to take a page from a newspaper or a magazine and in fifteen minutes color in red all the I pronouns, proper nouns, titles, and capital letters that begin sentences.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOME: 4. Capitalize abbreviations commonly used for proper nouns. (4,5,6)

NOTES FOR THE TEACHER

In preparation for this activity, write abbreviations for proper nouns on index cards.

ACTIVITY 1

Divide students into two teams. In turn, show an abbreviation card to each team. Have students identify the proper nouns represented by the abbreviations by writing them on the chalkboard.

ACTIVITY 2

Write familiar proper nouns on the chalkboard. Write the abbreviations of these nouns on index cards and place the cards in the chalk tray. Ask students to match the abbreviation cards with the corresponding proper nouns.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOME: 5. Capitalize words of family relationship when they are used as names and not preceded by a possessive pronoun. (4,5,6)

NOTES FOR THE TEACHER

Aside from capitalization skills, this activity also provides an opportunity to discuss family relationships.

ACTIVITY

Have students brainstorm words that show family relationships. Guide students in suggesting some of the following relationships:

Mother
Father
Grandmother
Sister
Son
Daughter
Grandfather
Uncle
Aunt

Explain that such words are capitalized when they are used with, or instead of, a person's name. They are not capitalized if a word such as my, your, his, her, our, or their is used before them.

Example:

I must ask Mother.
I must ask my mother.

Have students compose a sentence about each family member. Ask students to write sentences in which some of the names of family relationships are correctly capitalized and others are not. Instruct students to draw pictures of their family members and write the sentences below the pictures.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: CAPITALIZATION

OUTCOME: 6. Capitalize titles of books, magazines, newspapers, articles, stories, and poems. (Capitalize the first words and all others except articles, conjunctions, and prepositions of fewer than five letters.) (4,5,6)

NOTES FOR THE TEACHER

Provide book jackets, newspapers, short story books, and poetry books to use as examples of this rule for capitalization given in Outcome 6.

ACTIVITY 1

Divide the class into two teams. Have one player go to the chalkboard. Tell the opposing team to ask the student at the chalkboard to write correctly the title of a book, a magazine, or a newspaper. For example, if the team asks for a title of a book, tell the students at the chalkboard to think of a book title and write it correctly. Stipulate a time limit of one minute for each person to write correctly his or her answer. Have a "secretary" keep score for the two teams.

ACTIVITY 2

Ask students to write reports on careers in which they are most interested. Instruct students to use their research skills and the Readers' Guide to Periodical Literature to locate information about that career. Ask students to list sources and make bibliographies for their reports. Explain how the bibliography exercise provides practice in capitalizing titles of books, magazines, newspapers, articles, stories, and poems.

ACTIVITY 3

Have students create posters that advertise their favorite books. Caution them to use appropriate capital letters in the titles.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOME: 7. Capitalize geographical names, including states, cities, counties, countries, continents, bodies of water, and islands. (4,5,6)

NOTES FOR THE TEACHER

Collect pictures of the following: a state, a city, a county, a country, a continent, a body of water, and an island. Index cards are needed for this activity.

ACTIVITY

Display pictures of states, cities, counties, countries, continents, bodies of water, and islands. Ask students to identify the pictures. On the chalkboard, write the proper name for each displayed picture. Review the capitalization rules for geographical names. Draw the following "IN" and "OUT" chart on the chalkboard.

IN	OUT

Show students index cards on which geographical names have been written. Explain that some of these names have been capitalized correctly while others have not. If the names are capitalized correctly, instruct students to write the names in the "IN" box on the chalkboard. If the names on the cards are written incorrectly (not capitalized), have students record the incorrectly written names in the "OUT" box on the chalkboard.

When all cards have been shown, have students capitalize the incorrectly written names in the "OUT" box.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOME: 8. Capitalize the names of specific buildings. (4,5,6)

NOTES FOR THE TEACHER

This activity, though designed for Outcome 8, also effectively uses other capitalization skills such as those related to initials in the names of persons (George C. Wallace Hall) and proper adjectives (French Embassy).

ACTIVITY

Explain to students that the first word, the last word, and all important words in the name of a specific building are capitalized, as in Hall of Justice. Lead them to understand that words such as hotel, theater, and high school are not capitalized unless they are part of a name of a specific building or institution.

Ask students to write the name of a specific building and capitalize it correctly for each of the following:

- elementary school
- government building
- motel
- theater
- high school
- shopping mall
- grocery store

AREA: CAPITALIZATION
OUTCOME: 9. Capitalize the names of languages. (4,5,6)

NOTES FOR THE TEACHER

A set of encyclopedias is needed for the following activity.

ACTIVITY

Discuss with students that the names of languages are capitalized because they denote unique ways of speaking. In addition, explain that the name of a language usually comes from the name of a country. Give the following example: The French language is spoken in the country of France.

Provide students with a list of countries. Have them write the name of each country and the name of the language that is spoken in that country. Begin with a list in which the names of the languages closely resemble the names of the countries. Make a list similar to the following:

England (English)
Spain (Spanish)
China (Chinese)
Sweden (Swedish)
Germany (German)
Portugal (Portuguese)
Italy (Italian)
Norway (Norwegian)
Greece (Greek)
Japan (Japanese)

Encourage students to consult a dictionary for spellings.

ACTIVITY (Continued)

To provide a greater challenge, give students a list of countries for which the languages are not closely related to the names of the countries. State that encyclopedias may be used as a reference. Include countries such as the following:

Iran (Persian)
Netherlands (Frisian, Dutch)
Switzerland (German, French, Italian)
Austria (German)
Afghanistan (Pashto)
Yugoslavia (Slovene, Serbo-Croatian)
Brazil (Portuguese)
Wales (Welsh)
Denmark (Danish)

VARIATION: Have students write sentences in which the names of languages appear.

AREA: CAPITALIZATION
OUTCOME: 10. Capitalize the names of months, days, and special days or holidays. (4,5,6)

NOTES FOR THE TEACHER

Students work in pairs in the following activity. All students should see the correct spellings of months, days, special days, and holidays and then practice writing these words in sentences.

ACTIVITY

Write the names of months, days, and holidays on paper strips, and place them in a box. Tell each student to choose a partner. Direct one person in the pair to draw a strip from the box and read the name to his or her partner. Direct the partner to write a sentence on the chalkboard or on a piece of paper that includes the specified word. If the student spells the word correctly and capitalizes appropriately, that student returns the word to the box. If the student misspells it, instruct the student to keep the word and study it. Explain that play continues with the partners reversing their roles.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOME: 11. Capitalize the names of specific organizations. (4,5,6)

NOTES FOR THE TEACHER

Provide old telephone books and newspapers for the students to use in Activity 1.

ACTIVITY 1

Let students work independently to record the names of organizations found in telephone books and newspapers. Have students circle the capital letters in the names of these organizations, using red pencils. Ask students to make a class file of organizations they find.

ACTIVITY 2

Ask students to name imaginary organizations they may wish to establish. Write some of these organizational names on the chalkboard.

Example:

Society for the Elimination of Homework

Then have a contest in which students list the names of imaginary organizations. Tell students that the person who lists the most names with the fewest capitalization errors will be declared the winner.

AREA: CAPITALIZATION
OUTCOME: 12. Capitalize the initials in names of persons. (4,5,6)

NOTES FOR THE TEACHER

Index cards are needed for Activity 1. On each card, write the full name of a United States president. A paper bag is also needed as a container for the cards.

ACTIVITY 1

Write the name E. B. White on the chalkboard. Ask students to identify the name. If none of the students recognize the name, remind them of the book Charlotte's Web. Then ask students to imagine what the initials E. B. denotes. Review with students the rule for capitalizing initials. Have two students go to the library to research the name of E. B. White in a biographical resource.

Using the bag of cards, have a student draw a card and write on the chalkboard the name of the United States president that appears on the card. Tell the student to use initials for the president's first and middle names. Give every student an opportunity to participate in the activity.

ACTIVITY 2

Designate a part of the school day when students are addressed using their first and middle initials; for example, student John Henry Wilson would be called J. H.

At the end of the day, call the full names of five students. Have all students write the names, using first and middle initials with the last names.

ACTIVITY 3

List the following names on the chalkboard. Add names of other noted people.

- Eleanor Roosevelt
- Mary Bethune
- Thomas Paine
- Samuel Clemens
- William Sherman
- George Custer

Have students select three names, write the names on notebook paper, and go on an "initial search."

Instruct students to locate the full name of each selected person. Instruct students to write the full names using initials for the middle names. Suggest that students use encyclopedias and other reference materials to locate the needed information.

AREA: CAPITALIZATION
OUTCOME: 13. Capitalize the first letter in dialogue quotations. (4,5,6)

AREA: PUNCTUATION
OUTCOME: 20. Use quotation marks to indicate dialogue. (4,5,6)

NOTES FOR THE TEACHER

Refer to WRITING: PUNCTUATION; OUTCOME 20 on page 268.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: CAPITALIZATION
OUTCOME: 14. Capitalize the first word of each topic and subtopic when developing an outline. (4,5,6)

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 10. Construct a topic outline. (4,5,6)

AREA: PUNCTUATION
OUTCOME: 3. Use periods after letters and numbers in an outline. (4,5,6)

NOTES FOR THE TEACHER

Refer to WRITING: PLANNING/ORGANIZING/COMPOSING; OUTCOME 10 on page 195.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR

OUTCOMES:
1. Distinguish complete sentences from sentence fragments. (4,5,6)
2. Identify run-on sentences. (4,5,6)
4. Transform sentence fragments and run-on sentences into complete sentences. (4,5,6)

NOTES FOR THE TEACHER

Prepare a work sheet using the paragraphs included in Activity 1 as well as other similar paragraphs. For Activity 2, prepare a work sheet with a list of run-on sentences.

ACTIVITY 1 - OUTCOMES 1 and 4

Review the difference between sentence fragments and run-on sentences with the students. Distribute copies of a work sheet with the following paragraphs. Have students read the paragraphs carefully. Tell them to underline the sentence fragments. On another sheet of paper, have students rewrite the sentence fragments to make them complete sentences.

> The rabbit is also called a hare. Lives in North America. It has very large ears and a fluffy tail. Small mouth and big front teeth. Rabbits are small animals. And small front legs. Most rabbits have short brown fur. Some thick coats of white fur.
>
> Rabbits like to visit the farmers' gardens and eat their vegetables. Eat carrots with sharp teeth. Hard to catch. Rabbits like to live in thick woods and heavy brush areas. Hunts for food at different times. A quick and shy animal.

ACTIVITY 2 - OUTCOMES 1, 2, and 4

Discuss the difference between a sentence fragment and a run-on sentence. Explain that a run-on sentence can be corrected by dividing it into two sentences, by combining the two independent clauses with a conjunction, or by adding an appropriate punctuation mark. Demonstrate the various options for correcting run-on sentences with examples similar to the ones on the following page.

ACTIVITY 2 (Continued)

Incorrect:
My aunt moved to California, I will miss her.

Correct:
My aunt moved to California. I will miss her. (Make two sentences.)
or
My aunt moved to California, and I will miss her. (Add a conjunction.)
or
My aunt moved to California; I will miss her. (Add appropriate punctuation.)

Distribute a list of run-on sentences. Instruct students to correct the sentences using all three methods of correction demonstrated in class.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 3. Recognize the four types of sentences: declarative, interrogative, exclamatory, and imperative. (4,5,6)

NOTES FOR THE TEACHER

This activity is most effective after students have received initial instruction on the four types of sentences and the appropriate punctuation marks that follow each type.

ACTIVITY

Make four cards as follows:

CARD 1

A DECLARATIVE SENTENCE makes a statement. It ends with a period.

CARD 2

AN IMPERATIVE SENTENCE gives a command (or request). It ends with a period.

CARD 3

AN INTERROGATIVE SENTENCE asks a question. It ends with a question mark.

CARD 4

AN EXCLAMATORY SENTENCE shows strong feeling. It ends with an exclamation point.

Glue one card to each of four shoe boxes.

ACTIVITY (Continued)

Write sentences on index cards that illustrate all four types. Write one sentence on each card, but omit the end punctuation mark. If a student works alone, have the student read each sentence silently and place the card into the appropriate box. If students work in pairs, direct one student to read the sentence aloud and the other student to place the card in the appropriate box. Then have students exchange roles.

VARIATION: As a large group activity, have one student take a card, read the sentence to the class, and then place the card in the appropriate box. Allow all students a chance to read a card.

AREA: USAGE AND GRAMMAR
OUTCOME: 5. Use the articles a, an, and the appropriately. (4,5,6)

NOTES FOR THE TEACHER

Both activities promote appropriate use of the articles a, an, and the. Activity 2 requires a prepared poster or work sheet.

ACTIVITY 1

Tell students that the three most frequently used adjectives are a, an, and the. Explain that these adjectives are known as articles. Define articles as words that signal or point to a noun that follows. Explain that there are two types of articles: indefinite and definite.

Tell students that a and an are called indefinite articles because they refer to any one of a class of nouns.

Examples:

a hat
a house
an elephant

Explain that the, on the other hand, refers to a specific noun and, therefore, is called a definite article.

Illustrate through examples the types of situations that require the use of indefinite and definite articles.

Examples:

Jane has an apple.
Jane has the apple that I want.

ACTIVITY 1 (Continued)

Tom made an "A" on his test.
Tom made the only "A" in the class.
A tennis ball is needed when playing tennis.
I found the tennis ball that I lost.

Write a list of phrases on the chalkboard. Make each phrase contain an article and a noun. (Adjectives may be included in the phrases also.)

Examples:

a hotel
an hour
the rabbit
an unhappy person
a boy
an umbrella
a unicorn
the highest grade
a happy face
the right answer

For each item in the list, instruct students to write two sentences. Tell them that the first sentence is to include the phrase exactly as it is listed. Explain further that the second sentence is to include the noun, but that the article must be changed from an indefinite article to a definite article or vice-versa.

Example:

a hotel

Student May Write:

On our vacation we will sleep in a hotel.
We stayed in the hotel closest to Six Flags.

Pair students and have them read each other's sentences. Ask them to raise their hands if questions arise that the pair cannot resolve. Circulate in the classroom, checking the work of every pair.

ACTIVITY 2

Tell students that in choosing a or an, they must consider the sound (not the spelling) of the word that follows. Explain that the article a is used before all consonant sounds, including sounded h, long u (pronounced "yoo"), and o with the sound of "wu" (as in one). Provide examples similar to the following:

a week
a once-in-a-life-time opportunity
a youth rally
a European vacation
a house
a uniform

Explain further that an is used before all vowel sounds (except long u) and before words beginning with silent h. Provide examples similar to the following:

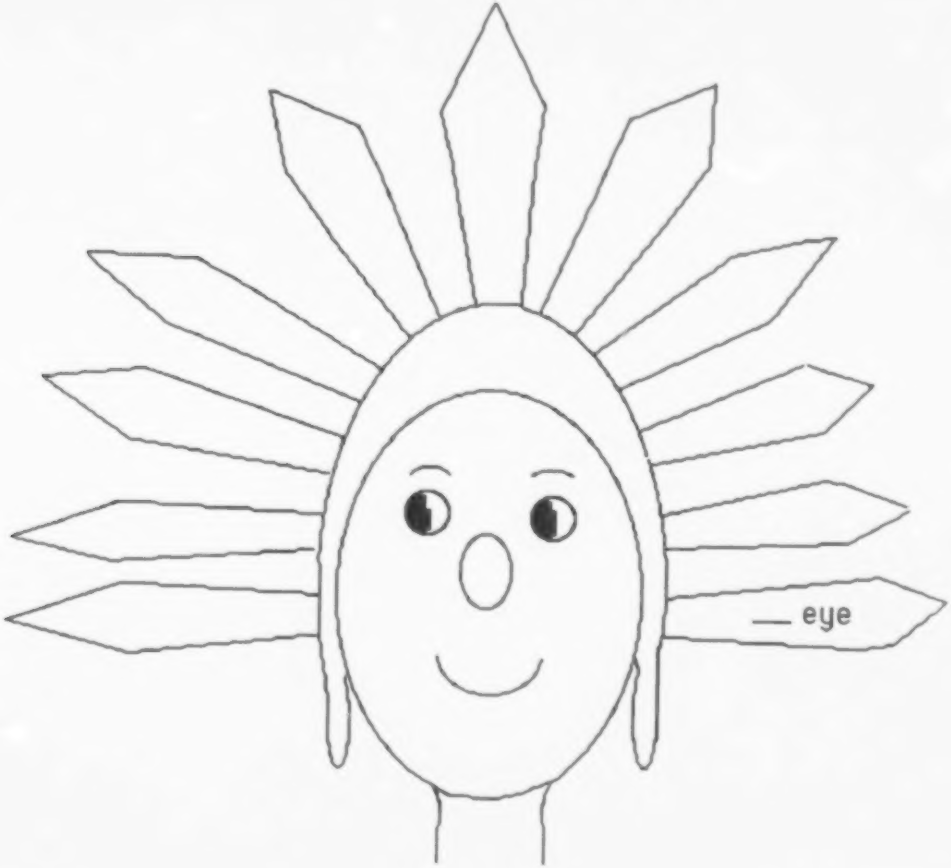
an empty cup
an open door
an hour ago
an honest man

Show students a poster (or provide each student with a work sheet) with an Indian headdress. On each feather, write a phrase that needs a or an to complete it, such as those shown below. Have students complete the phrases on the feathers with either a or an.

(a or an) angry warrior
(a or an) old bird
(a or an) green head
(a or an) ugly face
(a or an) colorful feather
(a or an) insect
(a or an) peacock
(a or an) beak
(a or an) eye

ACTIVITY 2 (Continued)

If the Indian headdress is prepared on a poster, write the correct answers on the back of each feather so the material can be self-checked by the students. (To be self-checking, feathers must be detachable.)



LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

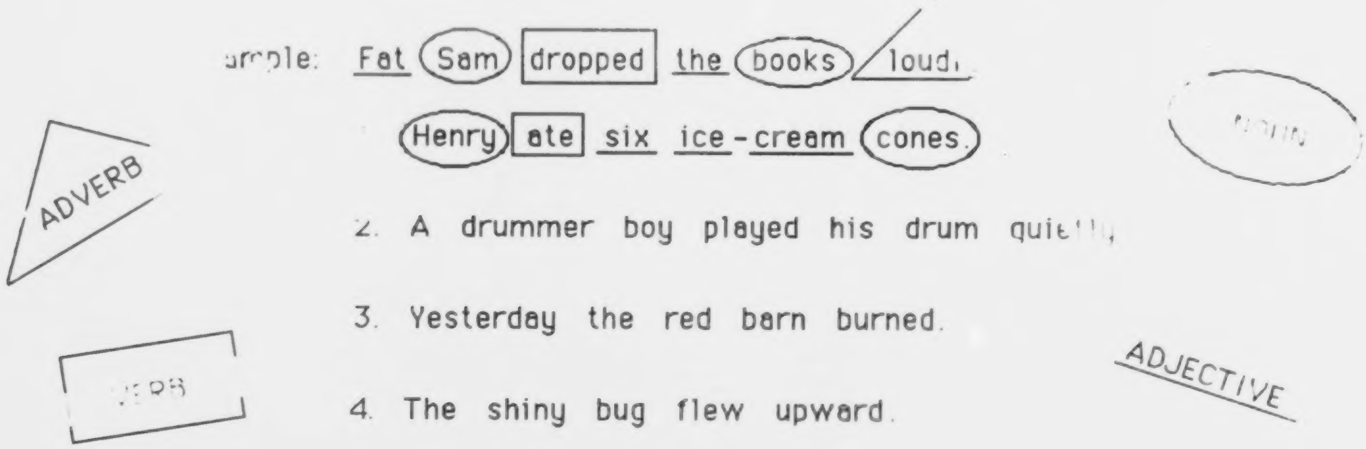
AREA: USAGE AND GRAMMAR
OUTCOME: 6. Identify the parts of speech in sentences. (4,5,6)

NOTES FOR THE TEACHER

This activity can be adapted to provide practice in identifying any of the eight parts of speech.

ACTIVITY

Have students copy the following sentences. Instruct students to draw a circle around each noun, draw a box around each verb, underline each adjective, and draw a triangle around every adverb.



ample: Fat Sam dropped the books loudly.

Henry ate six ice-cream cones.

2. A drummer boy played his drum quietly.

3. Yesterday the red barn burned.

4. The shiny bug flew upward.

5 The fat boy fell down.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 7. Identify singular and plural forms of nouns. (4,5,6)

NOTES FOR THE TEACHER

The following activity requires the use of the chalkboard only. The activity involves the whole class.

ACTIVITY

Have one student choose a category, for example, music. Select two students to go to the chalkboard. Instruct one student to write as many singular nouns as he or she can that relate to the category. Tell the other student to write as many plural nouns as he or she can that relate to the category. Arrange the two students at the chalkboard in such a way that they cannot view each other's work. Students may list items similar to the following:

Category: Music

Singular Nouns	Plural Nouns
note	pianos
song	measures
measure	notes
beat	altos
drum	instruments
rhythm	

After an established amount of time, count all correctly spelled items. The person with the largest number of correctly spelled words is declared the winner. Allow the student who is the winner to select the next category.

AREA: USAGE AND GRAMMAR
OUTCOME: 8. Substitute selected pronouns for nouns. (4,5,6)

NOTES FOR THE TEACHER

A pronoun is a word that takes the place of a noun. The noun to which the pronoun refers is called the antecedent. Some pronouns can be used as the subject of a sentence. These subject pronouns are I, you, he, she, it, we, and they. Object pronouns are used to replace words used as objects in sentences. The object pronouns are me, you, him, her, it, us, and them.

ACTIVITY 1

Write several pairs of sentences on the chalkboard similar to the following:

Mary and Jim went to the library after school.

They went to the library after school.

Susan baked a cake for the party.

She baked a cake for the party.

Have students circle the pronoun in the second sentence of each pair that refers to the noun or nouns in the first sentence of the pair.

ACTIVITY 2

Write several sentences on the chalkboard. Have students circle the pronoun and underline its antecedent.

Example:

The children gave a party for their teacher

Write other sentences on the chalkboard. Have students rewrite the sentences substituting the correct pronouns for the underlined noun(s).

Example:

Jane taught Susan to ride a bike.

She taught her to ride a bike.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 9. Observe pronoun-antecedent agreement. (4,5,6)

NOTES FOR THE TEACHER

This activity is an introduction to understanding pronoun-antecedent agreements. Students should be familiar with pronouns.

ACTIVITY

Relate to the class a situation from a football game in which the coach decides to substitute one player for another. Compare this to using a pronoun to substitute for a noun. List some pronouns on the chalkboard. The list may contain some of the following:

he
she
it
they
him
her
them
his
hers
its
their

Read several sentences aloud and let volunteers orally substitute a pronoun from the list for a noun. Remind students that a pronoun must agree with its antecedent in person, number, and gender. Read sentences similar to the following:

John has my knife. (He)
John and Keith are good scouts. (They)
Misty is swimming in the pool. (She)
The dog lost the dog's bone. (his, her, or its)

ACTIVITY (Continued)

Remind students that some indefinite pronouns are considered to be singular: someone, somebody, either, neither, anybody, anyone, everybody, everyone, one, no one, and nobody. Write sentences similar to the following on the chalkboard, and discuss with students how each pronoun agrees with its antecedent in person, number, and gender.

Each of the boys must bring his father.
One of the girls wants you to help her.
If someone must leave early, he or she must bring an excuse to the teacher.

Write sentences such as the ones below on the chalkboard or on a worksheet. Instruct students to write each sentence, select a pronoun to fit in the blank, and underline the antecedent for which the pronoun substitutes.

1. Each snowflake has (its, their) own shape.
2. Jim puts pickles on (her, his) hamburgers.
3. Each student should do what (they, he or she) must do.
4. Although John called me, I did not answer (them, him).
5. If anyone calls, tell (him or her, them) that I am asleep.
6. Grandma Picket gave (her, his) friends plenty of jelly.
7. Father said to bring (her, him) a small glass.
8. After a person finishes a library book, (he or she, they) should return it promptly.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 10. Write sentences in which the subject and verb agree in tense. (4,5,6)

NOTES FOR THE TEACHER

Activity 1 may be used to introduce subject and verb agreement. Activity 2 provides practice in correct usage.

ACTIVITY 1

Make sure students understand that a singular noun applies to one and a plural noun refers to more than one. Write the following sentences on the chalkboard, and have students identify the verb in each.

Children walk quickly.
You walk quickly.
I walk quickly.

Guide students in noticing that the verb form is the same in each sentence. Explain that this verb is called the plural form and is used with a plural subject and with the pronouns you and I.

Then write the following sentences on the chalkboard, and have pupils underline the verb in each:

1. Mary Ann walks quickly.
2. She tosses the ball to her dog.
3. Tony watches them play.

Tell students that the verbs in these sentences are called singular verb forms, and these verbs have s or es added to them. Explain that the s or es verb forms are used with singular subjects.

ACTIVITY 1 (Continued)

Write sentences on the chalkboard, and have students identify the correct verb form needed to complete each. Use sentences similar to the following:

(live, lives) 1. My friends _____ over there.
(build, builds) 2. Most birds _____ nests.
(look, looks) 3. Mother always _____ nice.
(sing, sings) 4. You _____ beautifully.
(fly, flies) 5. An airplane _____ across the sky.

When students demonstrate an understanding of subject-verb agreement, write sentences on the chalkboard for them to copy. Have students underline the subject and then determine the correct verb form needed to complete the sentence. Use sentences similar to the ones below.

1. My brother (sleeps, sleep) late on Saturday.
2. School busses (stops, stop) at railroad crossings.
3. Misty (repairs, repair) clocks in her spare time.
4. Robert (enjoys, enjoy) eating pizza.
5. Several divers (searches, search) for treasure.
6. The fans (cheers, cheer) loudly at every game.
7. One of the girls (makes, make) jewelry.
8. John and Tony (rides, ride) bikes to school.
9. Barry (waters, water) the plants twice a week.
10. You (looks, look) excited about the game.

ACTIVITY 2

Play a game called "Throw and Toss." Divide class members into Teams 1 and 2. Give the following directions:

> Team 1 "throws" a subject by writing it on the chalkboard. Team 2 must "toss" back a verb that agrees with the subject by writing it on the chalkboard. A referee may keep score, giving one point to Team 2 if the verb agrees. If the verb does not agree, Team 1 scores one point. After ten subjects have been "thrown," Team 2 may "throw" the subjects and Team 1 try to "toss" the correct verb form.

Before beginning the game, determine the number of rounds that will be played. Explain that the team with the greatest number of points wins the game.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 11. Identify verbs as action, linking, and helping. (4,5,6)

NOTES FOR THE TEACHER

These activities are appropriate for students who are learning that verbs are words used to express action or state of being. They provide practice related to action, linking, and helping verbs.

ACTIVITY 1

Divide students into small groups of four or five students. Let one student in each group pantomime a situation involving an action verb. Have other students in each group write sentences that describe the action. Direct students to underline the action verb that they believe is the primary action in the pantomime. Then, have students within each group compare their underlined action verbs. Ask the "actor" to verify the action verb that he/she was demonstrating.

ACTIVITY 2

Explain that a linking verb is a verb that "links" its subject to a predicate noun, pronoun, or adjective. Give students a list of linking verbs. Use various forms of be, seems, appear, and become. Have students write sentences about a topic they are studying in social studies or science. Instruct students to use a linking verb in each sentence. Let students share their sentences, and ask the students to identify the linking verbs.

ACTIVITY 3

Explain to students that metaphors often contain linking verbs, i.e., The ocean was a thundering wave. Ask students to find examples of metaphors that contain linking verbs. Have students write original metaphors that contain linking verbs, and have peers identify the linking verbs.

ACTIVITY 4

Discuss main verbs and auxiliary verbs with the students. Include the following information:

In a verb phrase, the last verb form indicates the principal meaning and is called the main verb.

All other verb forms in the verb phrase indicate special shades of meaning and are called auxiliary verbs, or helping verbs. Auxiliary verbs include the following:

- various forms of be (am, is, are, was, were, be, been, being)
- various forms of have (has, have, had, having)
- various forms of do (do, does, did)
- can
- may
- will
- shall
- must
- could
- might
- would
- should
- ought

Write main verbs and auxiliary verbs on index cards. Place the cards in two stacks. Let students work independently and match the cards to form verb phrases.

Have students write a complete sentence with each verb phrase.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 12. Identify present, past, and future tenses of verbs. (4,5,6)

NOTES FOR THE TEACHER

The students may need to review the meaning of verb tense. Newspapers need to be collected prior to the activity.

ACTIVITY

Give each student a section from a newspaper. Instruct students to circle each verb that is stated in the present tense, underline any verb stated in the past tense, and put a check beside any verb stated in the future tense.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 13. Identify the correct forms of irregular verbs. (4,5,6)

NOTES FOR THE TEACHER

At least one set of cards containing irregular verb forms needs to be prepared for the following activity. If possible, laminate the cards. Knowledge of numerous irregular verb forms is required in the activity.

ACTIVITY

Make game card sets composed of three matching irregular verb forms: infinitive form (begin), past form (began), and past participial form (begun). (Cards should contain seventeen verbs, three forms for each verb, making a total of fifty-one cards.) Explain that students are to play a card game similar to rummy in order to practice grouping irregular verb forms. State that two or three players may play the game at one time.

Explain the following game rules to the students:

> The dealer shuffles the cards and gives six cards to each player. The remaining cards are stacked facedown in a pile on the table. The top card on the stack is placed faceup beside the stack. If the first player has a set of three matching verb cards (infinitive form, past form, and past participial form), he or she lays the set faceup on the table. If the first player displays three verb cards for a set and one of the cards does not belong, he or she is corrected by the other players. The penalty is to put the set of three cards back into his or her hand and to pick up the card that is faceup. If the player does not have a set of three matching cards, he or she can take the card that is faceup or the top card on the stack. Players rotate, continuing in this manner. If a player wants a card in the faceup stack, but it is not the top card, that player must take all the cards on top of the card he or she wants. The object of the game is to have no cards at all or the fewest number of cards in hand when the game is over. At the end of the game each player gets one point for each card in his or her hand. The person with the lowest score is the winner.

ACTIVITY (Continued)

If all the cards are drawn from the facedown stack and some are still left in the faceup pile, shuffle the cards in the faceup pile and place their cards facedown. Turn the top card faceup, and play as in the beginning.

VARIATION: Have students write sentences using sets of three matching verb forms. Direct students to ask the peers in their groups to monitor correct usage of each verb form.

begin

began

begun

go

went

gone

ACTIVITY (Continued)

Choose words from the list below to make sets of irregular verbs forms:

Infinitive (base form)		Past	Past Participle (used with auxiliary verb)	
am or is		was		were
begin	began		begun	
bite	bit		bitten	
burst	burst		burst	
buy	bought		bought	
catch	caught		caught	
choose	chose		chosen	
do, does		did		done
drink	drank		drunk	
drive	drove		driven	
eat	ate		eaten	
fall	fell		fallen	
find	found		found	
fly	flew		flown	
get	got		gotten	
make	made		made	
say	said		said	
see	saw		seen	
sing	sang		sung	
sit	sat		sat	
sleep	slept		slept	
stand	stood		stood	
tell	told		told	
throw	threw		thrown	
write	wrote		written	

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 14. Identify compound predicates in sentences. (4,5,6)

NOTES FOR THE TEACHER

In the following activity, students combine ideas to make compound predicates.

ACTIVITY

Have students recall a time when they went on a field trip or participated in a special event at school. Have them share their memories of what happened.

Based on these memories, have students write sentences about the subject. Have students create sentences with compound predicates. Record their responses on a chart using the language experience approach.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 15. Distinguish between main and subordinate clauses. (6)

NOTES FOR THE TEACHER

Sentences with main and subordinate clauses are needed for this activity.

ACTIVITY

Explain to students that main clauses make independent statements and can stand alone as a complete thought. State that subordinate clauses make incomplete statements that support the main clause and cannot stand alone.

Compose sentences that contain one main clause and one subordinate clause. Write each sentence on two pieces of tagboard with the main clause on one piece and the subordinate clause on another piece.

Example:

if it rains.

We will not have the picnic

When writing the sentences on tagboard, use capital letters and end punctuation marks to indicate the order of the clauses.

ACTIVITY (Continued)

Have one student choose matching clauses and read the resulting sentence:

We will not have the picnic if it rains.

Then, direct other students to identify the main clause and write it on paper at their desks. Tell the person who read the sentence to write the main clause on the chalkboard and "discard" the subordinate clause:

We will not have the picnic.

Remind students that capitalization or punctuation will need to be added to the main clause to make it a complete sentence.

Let students at their desks decide if the clause written on the chalkboard is an independent statement that can stand alone as a complete thought. Have the tagboard clauses coded on the back so that the students can check their answers.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOMES: 16. Use adjectives correctly. (4,5,6)
17. Use adverbs correctly. (4,5,6)

NOTES FOR THE TEACHER

Review meanings of adjectives and adverbs. Old workbooks or magazines are needed for Activity 1. The ADVERB APPLE work sheet shown on the next page is needed for Activity 2.

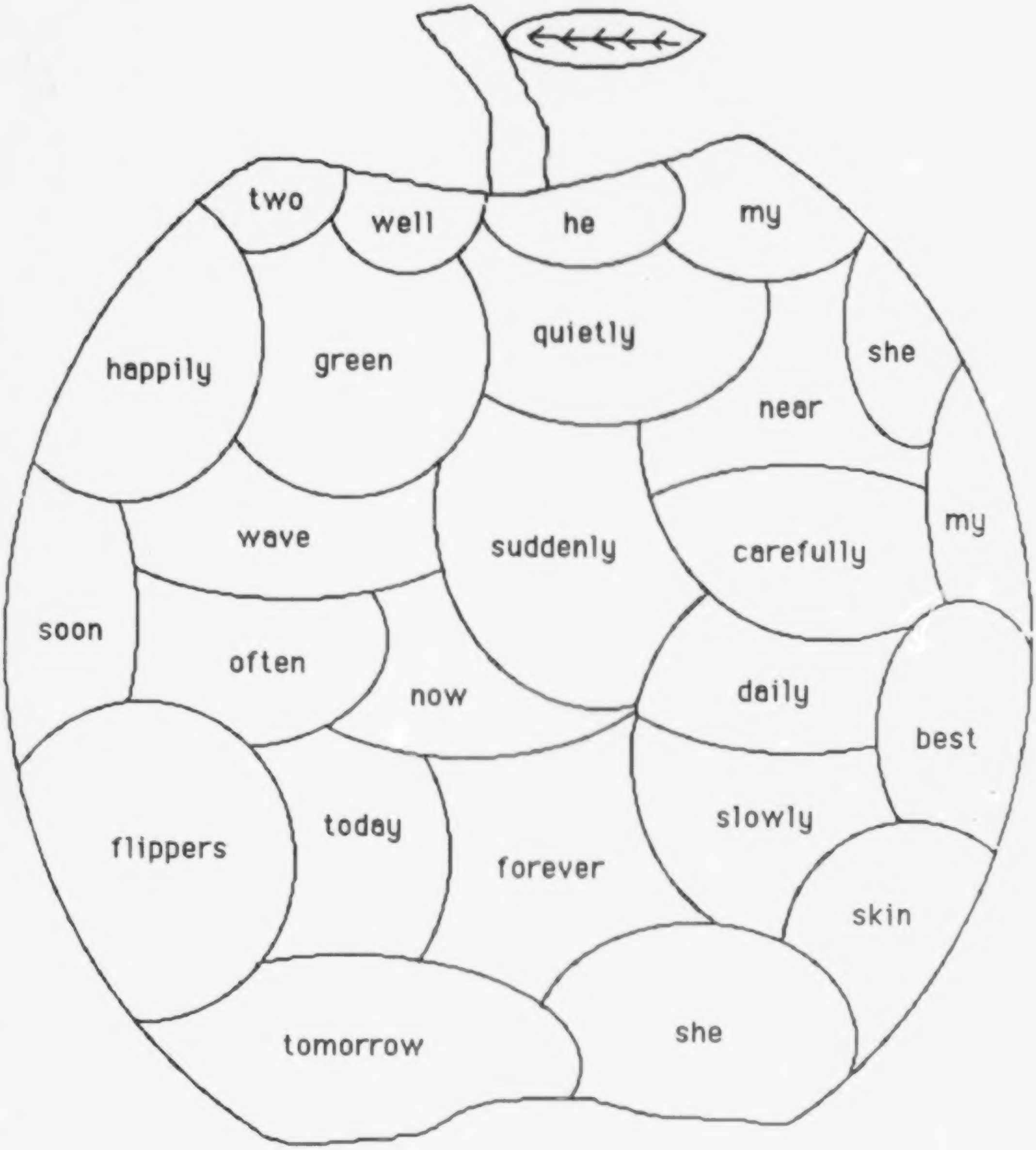
ACTIVITY 1 - OUTCOME 16

Divide students into small groups. Distribute old magazines or workbooks to each group. Have students cut interesting scenes from magazines or workbooks and paste them on cardboard. Instruct each group to write phrases composed of adjectives and nouns that describe the objects in their pictures.

ACTIVITY 2 - OUTCOME 17

Distribute the ADVERB APPLE work sheet. State that this is called the ADVERB APPLE. Ask students to color or shade each "bite" of the apple that contains an adverb. Explain that at the bottom of the work sheet there are three columns titled "Where," "How," and "When." Explain that when a "bite" is taken or shaded, the students are to write the adverb under the correct heading.

ADVERB APPLE


two
well
he
my
happily
green
quietly
she
near
wave
suddenly
carefully
my
soon
often
now
daily
best
flippers
today
forever
slowly
skin
tomorrow
she

Where	When	How
	daily	

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

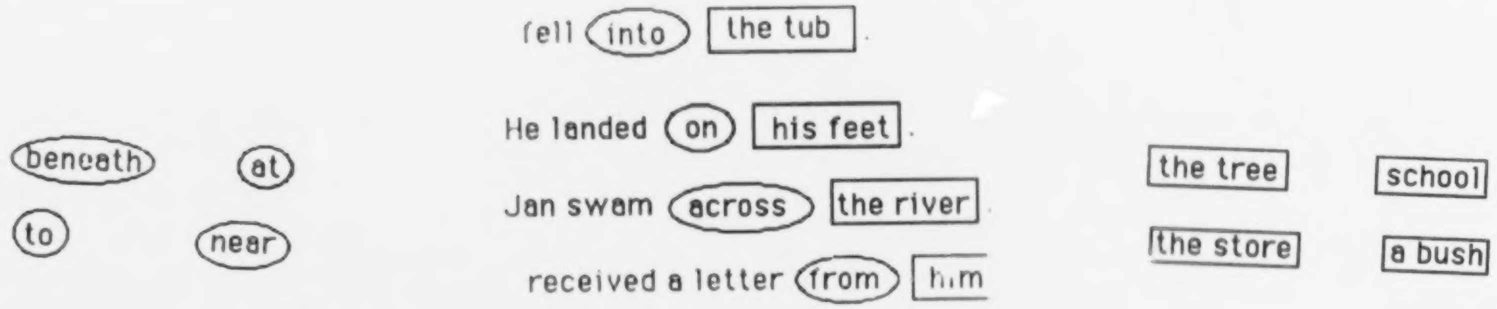
AREA: USAGE AND GRAMMAR
OUTCOME: 18. Identify prepositional phrases. (4,5,6)

NOTES FOR THE TEACHER

The following activity demonstrates how prepositions show a relationship between other words within a sentence. Vary the method of presentation as needed, but always emphasize that the preposition must be followed by a noun or pronoun.

ACTIVITY

Write prepositions on paper circles. Write nouns and pronouns on paper rectangles. Explain to students that in prepositional phrases the nouns and the pronouns may be preceded by adjectives (the dog, his coat). Have students compose sentences using one of the prepositions, one of the nouns or the pronouns, and other words that will be needed to make a complete sentence. Emphasize that prepositions are always followed by a noun or a pronoun to make a prepositional phrase.


fell into the tub.
He landed on his feet.
Jan swam across the river.
received a letter from him
beneath
at
to
near
the tree
school
the store
a bush

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 19. Identify direct objects in sentences. (4,5,6)

NOTES FOR THE TEACHER

Students must be able to identify the subject and verb of a sentence before attempting these suggested activities.

The concept to be developed is that a direct object is a word which completes the meaning of the verb by answering WHO or WHAT.

ACTIVITY 1

Students should fill in each blank with a word that answers WHO or WHAT. Explain that the "completer" is a direct object and answers the question WHO or WHAT.

1. The boy found the _____.
2. Robert Frost wrote many _____.
3. I gave my _____ to him.
4. We sent a _____ to Sam.
5. The dog bit the _____.
6. The principal praised her _____.
7. Uncle Harry drove the _____.
8. I ate the _____.
9. I bought a new _____.
10. Tom lost his new _____.

Ask students to tell whether each direct object answers the question WHO or the question WHAT.

WHAT?
WH
WHAT?
WHAT?
WHO?

ACTIVITY 2

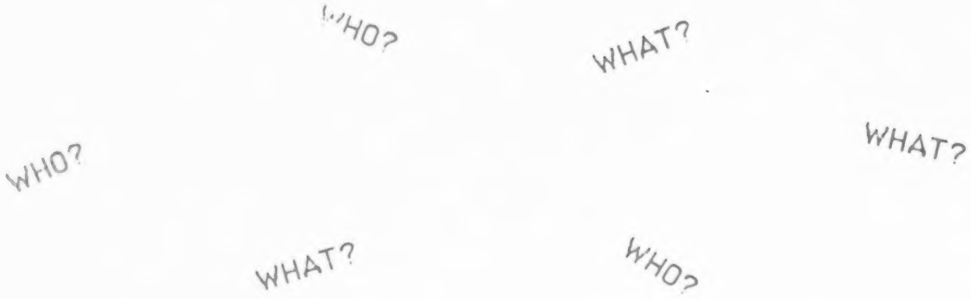
Provide students with sentences similar to the following:

1. The boy sold his bicycle.
2. I saw the puppies.
3. I flew the kite.
4. Jennifer ate an apple.
5. I hurt my knee.
6. Dad tipped the waitress generously.
7. The announcer told the spectators that the game had been delayed.
8. I bought several gifts.
9. Mother knitted a sweater.
10. I cooked the chicken.
11. I found the kitten.
12. Henry hit the ball.
13. The teacher announced the winners of the contest.

Direct students to underline the direct object and to indicate whether it answers the question WHO or WHAT.

Key

1. Bicycle--what
2. Puppies--what
3. Kite--what
4. Apple--what
5. Knee--what
6. Waitress-who
7. Spectators--who
8. Gifts--what
9. Sweater--what
10. Chicken--what
11. Kitten--what
12. Ball--what
13. Winners--who


WHO?
WHAT?
WHO?
WHAT?
WHAT?
WHO?

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: USAGE AND GRAMMAR
OUTCOME: 20. Identify and use interjections. (6)

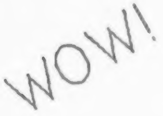
NOTES FOR THE TEACHER

Interjections have no grammatical relationship to the rest of the sentence with which they are used. Therefore, they may be presented in any sequence when teaching the eight parts of speech. Encourage students to use interjections to show strong feelings, especially when writing creatively.

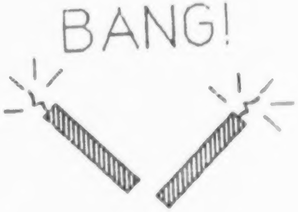
ACTIVITY 1

Students should be encouraged to have fun writing their sentences using interjections. Encourage creativity! Explain that most interjections are followed by an exclamation point.

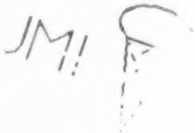
Write the following interjections on the chalkboard:

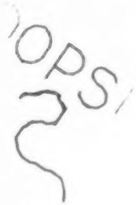


Ouch!
Look!
Oops!
Ick!
Wow!
Holy cow!



Goodness!
Aha!
Phew!
Yum!
Bang!
Hot dog!





Direct students to write a sentence using each interjection.

ACTIVITY 2

Instruct students to choose an interjection to complete each of the following sentences:

1. _____! I hurt my toe!
2. _____! Did you see that?
3. _____! What a pretty rainbow!
4. _____! I dropped the basket of eggs.

Tell students that occasionally interjections may be followed by a comma instead of an exclamation point when less excitement is shown.

AREA: USAGE AND GRAMMAR
OUTCOME: 21. Recognize correct word order:
  a. Subject--verb
  b. Subject--verb--object
  c. Subject--verb--object--phrase (4,5,6)

NOTES FOR THE TEACHER

Poster boards and newspapers are needed for this activity. Magazines, newspapers, and pamphlets are needed also.

ACTIVITY

Prepare three poster boards, each with one of the following titles:

Subject--Verb
Subject--Verb--Object
Subject--Verb--Object--Phrase

From newspapers, magazines, or pamphlets, have students clip sentences that follow any of these three word patterns. Then, have students share their sentences with the class. After sharing, direct students to paste the sentences on the appropriate posters. Then, ask students to write original sentences and add them to the posters.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PROOFREADING/EDITING
OUTCOME: 1. Identify errors in the following:
- a. Spelling
- b. Subject--verb agreement
- c. Agreement of pronoun and antecedent
- d. Misplaced modifiers
- e. Shifts in verb tense
- f. Sentence fragments
- g. Run-on sentences
- h. Punctuation
- i. Capitalization (4,5,6)

NOTES FOR THE TEACHER

Provide newspapers and magazines for students to use in Activity 1.

ACTIVITY 1

Have each student prepare a notebook with a page for each of the following topics: spelling, subject-verb agreement, agreement of pronoun and antecedent, misplaced modifiers, shifts in verb tense, sentence fragments, run-on sentences, punctuation, and capitalization.

Instruct students to search newspaper and magazine articles for errors that pertain to the topics on each page in their notebooks. Have students mark the errors with red pencils, clip them, and paste them in their notebooks. Have students identify the types of errors and rewrite them correctly. Assign this task as an ongoing activity for a specified time.

ACTIVITY 2

When writing book reports, let the students proofread each others' reports and mark mistakes with red ink. Have students correct their work and rewrite their book reports.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PROOFREADING/EDITING
OUTCOME: 2. Separate long sentences by deleting and. (4,5,6)

NOTES FOR THE TEACHER

Before implementing Activity 1, examples of sentences in which the word and has been used excessively must be written on a chart, a poster, or a work sheet. Students practice replacing and with other connecting words in Activity 2. A chart or poster is needed in Activity 2, as well as sentences written on chart paper, a work sheet, or the chalkboard.

ACTIVITY 1

Write the following sentences on a poster, a chart, or the chalkboard.

1. Yesterday, David and Thomas and I went to the park and then we went to the ice cream store and we had a milk shake.

2. David, Thomas, and I went to the park yesterday, before we went to the ice cream store for a milk shake.

Have students read the sentences and discuss why the second example sounds better than the first. Remind students that using the word and too frequently can make a sentence long and difficult to read. This fact is especially true when two or more simple sentences are joined together with and to make one very long sentence.

Prepare a chart, a poster, or a work sheet that shows students examples of sentences that could be improved by deleting and. Have students complete examples orally to be sure the concept is understood. Then, tell students to rewrite the sentences on a sheet of paper, improving them by separating the ideas into separate sentences or substituting other words for and. Remind students to use appropriate punctuation marks and capital letters where needed.

ACTIVITY 1 (Continued)

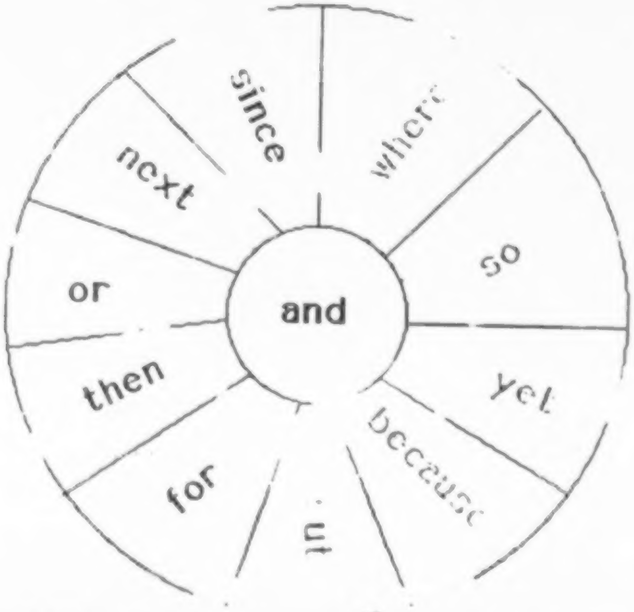
Use sentences similar to the following:

1. Allison rode in the car with her mother and they shopped for groceries at the new supermarket and Allison's mother bought some delicious fruit for the family.
2. Robert and his best friend are camping in the state park this weekend, and they plan to do some hiking and swimming and exploring.

VARIATION: Give students a paragraph that contains excessive use of the word and. Ask students to rewrite the paragraph.

ACTIVITY 2

Draw a wheel on a chart or poster, and write the word and in the center. Have students think of other connecting words that might take the place of and. Have students write the connecting words along the spokes of the wheel. Post the wheel in the room as a quick reference for the students.



ACTIVITY 2 (Continued)

Show students some sentences in which and can be replaced by another connecting word. Discuss ways to change the sentence, omitting and. Then, provide students with several sentences to rewrite in which they must replace each and. Have students write each new sentence on a sheet of paper, including necessary punctuation marks.

Use examples similar to the following:

1. I went to the library and I read some interesting magazines.
   (I went to the library, where I read some interesting magazines.)

2. Thomas wants to go see a movie and he must finish his homework first.
   (Thomas wants to go see a movie, but he must finish his homework first.)

3. Michael plays with his model train and he likes it.
   (Michael plays with his model train, because he likes it.)

4. The rain turned to snow and the tourists continued their tour.
   (The rain turned to snow, but the tourists continued their tour.)

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PROOFREADING/EDITING
OUTCOME: 3. Adjust length and structure of sentences. (4,5,6)

NOTES FOR THE TEACHER

How to adjust the length and structure of sentences can be taught each time students are asked to revise a draft of written material. Show students how to include details in sentences to make them clearer and more interesting.

ACTIVITY 1

Write the following sentences on the chalkboard:

The bus moved slowly down the road.
The school bus moved slowly down the road because of the large potholes.

Ask students which sentence gives more information. Write other short sentences on the chalkboard. Ask students to expand the ideas and make them more interesting.

Explain that when revising or editing written material, the following steps should be included:

1. Include all the information about the topic that was planned.
2. Vary sentences in length and type.

ACTIVITY 2

Prepare the following chart listing three basic sentence patterns:

1. Subject + verb
   The boy batted.

2. Subject + verb + Object
   The boy batted the ball.

3. Subject + verb + Object + Phrase
   The boy batted the ball to the coach.

Discuss the sentence expansion on the chart. Show students a picture or a slide, and ask them to describe it by writing sentences using all three sentence patterns. Then, ask students to write a fourth sentence, adding adjectives and adverbs. Have students exchange papers and check sentences of their peers for correct structure. Continue this activity using other pictures or slides.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PROOFREADING/EDITING
OUTCOME: 4. Substitute pronouns for nouns if appropriate. (4,5,6)

NOTES FOR THE TEACHER

Sometimes sentences are less awkward when pronouns are used in place of nouns. Remind students to check their sentences in written material for an overuse of nouns.

ACTIVITY

On the chalkboard, write the following paragraph, which uses an abundance of nouns that should be substituted with pronouns.

> The children brought presents for the party. The children were waiting on Mary to arrive. Mary was late and the children were getting anxious. The children decided to begin the party without Mary.

Ask students to read the paragraph aloud and explain why the sentences are awkward. Have students suggest ways to improve the sentences. Lead students to understand that sentences are less awkward when pronouns are used in place of some nouns. Have students rewrite the paragraph substituting some of the nouns with an appropriate pronoun.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PROOFREADING/EDITING
OUTCOME: 5. Replace excessively used words with synonyms. (4,5,6)

NOTES FOR THE TEACHER

Dictionaries and thesauruses are needed for Activities 1 and 2.

ACTIVITY 1

Explain that a synonym is a word that has the same meaning as another word. Ask students to choose a favorite fairy tale and write a brief version of it from memory. Have them underline common words from their work that can be replaced with more colorful synonyms. Explain the use and arrangement of a thesaurus. Have students identify more precise words to use in their story retelling. Have students revise their work and share their finished work with the class.

ACTIVITY 2

On a chart, a bulletin board, or a chalkboard, list six words that are unfamiliar to students. Have students choose two words from the list and find two synonyms for each word by using dictionaries and thesauruses. Have students complete the chart on the next page by writing a sentence with the original word and underlining the word.

ACTIVITY 2 (Continued)

WORD LIST

1. hypocrite
2. illegible
3. illumination
4. mortal
5. nostalgia
6. predicate

WORD	SYNONYM 1	SYNONYM 2	SENTENCE
mortal	fatal	deadly	The soldier suffered a mortal head wound.
hypocrite	pretender	deceiver	The crowd soon realized the hypocrite's motives

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PROOFREADING/EDITING
OUTCOME: 6. Add details or sentences to clarify meanings. (4,5,6)

NOTES FOR THE TEACHER

Activity 1 may serve as an introduction to ambiguous sentences. Activity 2 requires advance preparation. Activities 2 and 3 provide practice in writing clear paragraphs.

ACTIVITY 1

Write the following sentence on the chalkboard:

The woman broke seven records.

Ask students to read the sentence and identify the two ways in which this sentence can be interpreted (smashed seven phonograph disks or set seven new records as in an athletic competition). Help students see that by adding more details or additional sentences, the intended meaning can be made clearer.

Write the example below on the chalkboard, and have students identify its varied meanings. Then ask students to suggest how adding more details or additional sentences might make the meaning clearer.

At the intersection, the driver took the right road.

Write more ambiguous sentences on the chalkboard, similar to the sentences below. Tell students to add details or sentences to clarify the sentence meanings.

1. Antonius went to the store for his brother.
2. That animal is really funny.
3. We were not looking forward to the flight.

ACTIVITY 1 (Continued)

4. The children really enjoyed the play.
5. They are rocking chairs.

ACTIVITY 2

Bring an unusual item (or picture of an item) to class. Try to make it one students cannot identify. Explain that this object was "found" and a description of it needs to be placed in the local newspaper to see if anyone can identify it. Ask each student to write a clear, accurate description of the item without naming it.

As an alternative, provide students with a copy of a vague description of an item. Show a picture of the item or the actual item to students. Have each student add details and/or sentences to provide a clearer description of the item.

ACTIVITY 3

Have students write one or two paragraphs telling how to do a simple task, such as tying a shoelace or cleaning a pair of eyeglasses. When they finish, have pairs of students exchange papers and follow the written instructions. Explain that students may not do anything that is not included in the instructions. If the directions are not complete or are in the wrong order, ask the students who wrote the directions to clarify them.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PROOFREADING/EDITING
OUTCOME: 7. Delete sentences that do not add to the development of the topic. (4,5,6)

NOTES FOR THE TEACHER

Prepare several paragraphs in which sentences are included that do not add meaning to the topic.

ACTIVITY

Explain to students that a paragraph is composed of a main idea and supporting details. First, have students read several paragraphs that follow this format. Then tell students they are to read other paragraphs that contain sentences that do not help develop the paragraph. Ask students to rewrite the paragraphs and omit the sentence or sentences that do not belong. Use a paragraph similar to the following:

> How do we know that flies can taste? On the tip of the fly's nose there is a spongy pad. Butterflies have very pretty wings. This spongy pad is called the labellum. The sponge in the sea was once alive. The labellum helps the fly to identify its food. The fly pokes about with the labellum testing whether a substance is edible.

LANGUAGE ARTS
GRADES 4-6
STRAND: WRITING

AREA: PROOFREADING/EDITING
OUTCOME: 8. Use paragraph indention when needed. (4,5,6)

AREA: PLANNING/ORGANIZING/COMPOSING
OUTCOME: 7. Use logical order to arrange information. (4,5,6)

NOTES FOR THE TEACHER

Refer to WRITING: PLANNING/ORGANIZING/COMPOSING; OUTCOME 7 on page 189.

ORIGINAL SOURCES AND STUDENT OUTCOMES

LANGUAGE ARTS: Grades 4-6 STRAND: Listening AREA: Discrimination/Information/Analyzation

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5 6			Students will learn to listen discriminately.	1. Repeat five or more items in correct sequence. (4,5,6)
4,5 6			Students will listen for specific information.	2. Extend length of attention span. (4,5,6)
4,5 6			Students will analyze what is heard.	3. Discriminate between relevant and irrelevant spoken information. (4,5,6)
	5		Demonstrate the ability to recall explicitly stated meanings and details from dictated material in a recreational or learning context.	4. Recognize and identify different viewpoints of a speaker. (5,6)
				5. Follow a series of commands. (5)
	5		Demonstrate the ability to draw conclusions and make inferences and generalizations from explicitly and implicitly stated meanings from dictated material in a recreational or learning context.	6. Take notes while continuing to listen. (5,6)
				7. Detect and identify propaganda techniques in order to weigh the reliability of different statements. (5,6)
	5		Demonstrate recognition of the common meanings of spoken words encountered in various types of activities.	8. Distinguish opinion from factual information when listening. (5,6)
				9. Distinguish between fact and fantasy. (4,5,6)
				10. Indicate when necessary information is omitted. (5,6)
				11. Repeat details from a simple story. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Listening

AREA: Discrimination/Information/Analyzation (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				12. Answer oral questions (with one of four orally read answers) related to a paragraph that is read aloud. (4,5)
				13. Listen to identify the main idea. (4,5,6)
				14. Specify details correctly from spoken information. (4,5,6)
				15. Identify who, what, where, when, why, and how from spoken information. (4,5,6)
				16. Retell a story using correct sequence of events. (4,5,6)
				17. Summarize the main points of a speech. (4,5,6)
				18. Follow directions having four or more steps while engaged in physical movement. (4,5,6)
				19. Conduct a simple interview. (4,5,6)
				20. Identify figurative language. (4,5,6)
				21. Name the main characters in a story. (4,5,6)
				22. Repeat assignments given orally. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Listening

AREA: Discrimination/Information/Analyzation (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				23. Tell the meaning of unknown words from context. (4,5,6)
				24. Draw or describe mental images formed after listening to oral passages. (4,5,6)
				25. Recognize similarities and differences in accents and dialects. (4,5,6)
				26. Identify figures of speech. (4,5,6)
				27. Infer meaning not specifically stated, and draw conclusions. (4,5,6)
				28. Propose a conclusion when presented with a series of events. (4,5,6)
				29. Predict or hypothesize outcomes. (4,5,6)
				30. Tell what is known about the topic at hand. (4,5,6)
				31. Tell how certain spoken words can influence the listener. (5,6)
				32. Give examples of shades of word meanings from dictated material. (5,6)
				33. Tell the cause/effect relationship of stated events. (5,6)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				34. Make an oral contribution to an argument, discussion, or problem-solving situation after listening attentively. (5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Listening AREA: Social Amenities

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5 6			Students will exhibit proper social amenities and show appreciation for what is heard.	1. Describe the characteristics of a good listener. (4,5,6) 2. Listen to poetry, prose, or music, and share personal response to the selection. (4,5,6) 3. Give constructive criticism after listening to oral presentations. (5,6) 4. Describe the feelings of characters in stories drawn from other times and other places. (5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Speaking AREA: Planning and Organizing

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5			The student will plan and organize oral presentations.	1. Answer questions and make statements in complete sentences in formal presentations. (4)
6			Students will demonstrate proficiency in planning and organizing skills.	2. Restate in own words information received orally. (4)
				3. Present information orally using logical sequence of events. (4)
				4. Give a set of complex oral directions clearly and in sequential order. (5,6)
				5. Interview individuals to secure information about specific topics. (5,6)
				6. Adhere to the topic and express ideas clearly in oral presentations. (4,5,6)
				7. Deliver organized oral reports on assigned topics. (4,5,6)
				8. Summarize the main ideas of an oral presentation or group discussion. (4,5)
				9. Plan an oral presentation that conforms to given time limits and physical conditions. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Speaking AREA: Planning and Organizing (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				10. Speak from notes or an outline. (4,5,6)
				11. Ask questions to clarify points presented by the teacher or others. (4,5,6)
				12. Make announcements or relay messages that contain all needed pertinent information. (6)

LANGUAGE ARTS: Grades 4-6 STRAND: Speaking AREA: Usage and Grammar

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4			Students will develop appropriate usage and grammar.	1. Use conventional pronunciations of Standard English for classroom work. (4,5,6) 2. Express ideas in complete sentences. (4,5,6) 3. Use a variety of words when speaking. (4,5,6) 4. Display increased confidence and poise in speaking. (4,5,6) 5. Use acceptable grammar and syntax in conversation and discussion. (4,5,6)
5,6			Students will observe correct usage and grammar.	

LANGUAGE ARTS: Grades 4-6 STRAND: Speaking AREA: Delivery Skills

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4			Students will develop oral communication skills.	1. Emphasize meanings in conversations, discussions, and oral presentations by appropriate use of pauses, gestures, facial expressions, tone of voice, voice volume, voice inflection, and rate of speaking. (4,5,6)
5			Students will develop oral communication skills through delivery.	
6			Students will demonstate proficiency in delivery skills.	2. Maintain eye contact with audience while speaking. (4,5,6)
				3. Use drama, puppets, and role-playing to interpret experiences. (4,5,6)
				4. Be courteous when participating in group discussions. (4,5,6)
				5. Read and recite poetry. (4,5,6)
				6. Give oral directions completely and clearly. (4,5,6)
				7. Portray story characters using voice and motion. (4,5,6)
				8. Tell original stories using vivid language and an easy-to-follow storyline. (4)
				9. Use descriptive language. (4,5,6)
				10. Use spoken language that is appropriate for specific situations following formal or informal language standards. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Speaking AREA: Social Amenities

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4			Students will develop proper social amenities.	1. Make and respond to formal and informal introductions appropriately. (4,5,6)
5			Students will observe social amenities.	2. Use proper telephone etiquette. (4,5,6)
6			Students will observe social amenities for oral communication.	3. Use appropriate language when greeting and departing from others. (4)
				4. Express gratitude and sympathy. (4,5,6)
				5. Respect another person's point of view. (4,5,6)
				6. Speak courteously when questioning the statements of others. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Reading AREA: Word Recognition

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5			Students will acquire appropriate word recognition skills.	1. Identify basic sight words. (4,5,6)
6			Students will learn word recognition skills.	2. Identify words used in daily life activities. (Wilson's Essential Vocabulary) (4,5,6)
		I-2	Recognize contractions.	3. Identify new words in content areas. (4,5,6)
		I-5	Recognize words in daily life activities. (Wilson's Essential Vocabulary)	4. Recognize similarities between unknown words and known words. (4,5,6)
				5. Use context clues for word recognition. (4,5,6)
				6. Recognize compound words, root words, suffixes, prefixes, plurals, hyphenated words, and contractions. (4,5,6)
				7. Correctly pronounce words with unusual characteristics: silent letters, digraphs, irregular letter-sound relationships. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Reading AREA: Word Meaning

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5 6			Students will learn word meaning skills.	1. Use contextual clues to derive word meanings. (4,5,6)
		I-1	Associate words which are the same or opposite in meaning. (synonyms, antonyms)	2. Recognize the literal meanings of words. (4,5,6)
		II-1	Associate words with their literal meanings.	3. Recognize and supply synonyms and antonyms for specific words. (4,5,6)
		II-2	Determine word meaning using specific context clues.	4. Recognize and use figurative language, such as metaphors, similes, and idioms. (4,5,6)
		II-10	Choose the correct meaning of a multimeaning word.	5. Identify colloquial expressions in written materials. (4,5,6)
				6. Define and identify homophones and homographs. (4,5,6)
				7. Consult a dictionary or glossary to determine the meaning of unknown words. (4,5,6)
				8. Recognize and use imagery. (5,6)
				9. Identify correct usage of multimeaning words. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Reading AREA: Phonetic Analysis

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,6			Students will learn phonetic analysis skills.	1. Identify the consonant sounds in words. (4,5,6)
5			Students will review and apply phonetic analysis skills.	2. Identify two- and three-letter consonant clusters in words. (4,5,6)
	4,5		Demonstrate the ability to recognize in printed words the same consonant and vowel sounds represented by the same or different spellings.	3. Identify sounds represented by consonant digraphs. (4,5,6)
				4. Identify words with the same consonant and vowel sounds represented by same or different spellings. (4,5,6)
				5. Identify the short vowel sounds represented by one or more vowel letters. (4,5,6)
				6. Identify the long vowel sounds represented by one or more vowel letters. (4,5,6)
				7. Identify silent letters, diphthongs, the schwa, and r-controlled vowel sounds. (4,5,6)
				8. Identify variant vowel sounds. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Reading AREA: Structural Analysis

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4			Students will acquire structural analysis skills.	1. Divide words into syllables using the following syllabication rules: a. vc-cv b. v-cv c. vc-v d. c+le (4,5,6) 2. Distinguish the base word from any affixes. (4,5,6) 3. Divide words into syllables using the following syllabication rules: a. The letter x always goes with the preceding vowel to form a syllable. b. The letters ck go with the preceding vowel to form a syllable. c. Blends are not divided. d. The letter r goes with the vowel that precedes it. e. Each syllable must contain a vowel or a vowel sound. A single vowel may be a syllable. (4,5,6) 4. Divide words with prefixes and suffixes into syllables. (4,5,6)
5			Students will review and apply structural analysis skills.	
6			Students will learn structural analysis.	
	4,5		Demonstrate the ability to divide three-syllable words according to rules for dividing: a. compound words, b. words with affixes, and c. words using the v-vc, vc-v, and vc-cv syllabication rules.	
		I-3	Recognize the base word when one or more suffixes have been added.	
		I-4	Identify appropriate prefixes and suffixes.	

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				5. Identify accented syllables by applying the following rules: a. Affixes are seldom accented. b. The accent is usually on the root word. c. The first syllable of a two-syllable word is usually accented, unless it is a prefix. (4,5,6)

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LANGUAGE ARTS: Grades 4-6 STRAND: Reading AREA: Literal Comprehension

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5 6			Students will learn literal comprehension skills.	1. Identify key words and topic sentences in written passages. (4,5,6)
	4,5		Demonstrate the ability to read and comprehend printed material that is: 1. found in grade-appropriate textbooks (textual reading), 2. typically encountered in everyday life (functional reading); and 3. typically read for pleasure (recreational reading).	2. Distinguish between fiction and nonfiction in printed material. (4,5,6) 3. Observe punctuation marks when reading in order to clarify the author's intent. (4,5,6) 4. Recognize irrelevant statements in a selection. (4,5,6)
	4,5		Demonstrate the ability to comprehend explicitly stated meanings and details found in printed material (literal comprehension).	5. Identify the main idea in a printed passage. (4,5,6) 6. Locate explicitly stated meanings and details. (4,5,6)
		II-3	Determine the main idea in a paragraph.	7. Find supporting details in written information through using who, what, where, when, why, and how. (4,5,6)
		II-4	Determine the sequence of details in a selection.	8. Identify the sequence of events or ideas in a written passage. (4,5,6)
		II-5	Find details through who, what, why, where, when, and how information that is given.	9. Categorize words and ideas. (4,5,6)
		II-6	Determine the stated cause and stated effect of an event or an action.	10. Follow written instructions to complete a task. (4,5,6) 11. Summarize material read. (4,5,6)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
		II-9	Follow written directions to complete a task.	12. Locate the stated cause and the stated effect of an event or an action. (5,6)

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LANGUAGE ARTS: Grades 4-6 STRAND: Reading AREA: Inferential Comprehension

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5,6			Students will learn inferential comprehension skills.	1. Distinguish between fact, fantasy, and opinion. (4,5,6)
	7 4,5		Demonstrate the ability to .draw conclusions, .make inferences, and .make generalizations from implicitly stated meanings found in printed material (inferential comprehension).	2. Identify the mood of a selection. (4,5,6) 3. Summarize a written passage. (4,5,6) 4. Predict outcomes. (4,5,6)
		6	Determine the main idea in a paragraph.	5. Identify character traits and interpret characters' feelings. (4,5,6)
		6	Determine the generalizations and inferences that can be drawn from a selection.	6. Identify and interpret imagery and figurative language. (4,5,6)
		6	Distinguish between fact/fantasy/opinion.	7. Use reading materials as a leisure-time activity, without a specific assignment. (4,5,6)
				8. Recognize propaganda. (4,5,6)
				9. Identify the theme of a selection. (4,5,6)
				10. Make generalizations from reading selections. (5,6)
				11. Identify the author's purpose for writing a given selection. (5,6)
				12. Paraphrase sentences in printed material. (5,6)
				13. Draw conclusions. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Reading AREA: Study Skills

C OF S	STAN	BCT	ORIGINAL SOURCES
4			Students will acquire appropriate study skills.
5			Students will extend study skills.
6			Students will learn study skills.
	4,5		Demonstrate the ability to use a dictionary, a telephone directory, and other resource materials.
		6	Identify an appropriate source to obtain information on goods, services, and day-to-day events.
		6	Identify the appropriate source to obtain information on a topic.
		6	Demonstrate the ability to use alphabetical organization of reference material.
		6	Identify source needed to locate a given word, name, or subject.
		6	Select and use different sections of a book.
		6	Use maps, charts, graphs, and tables.

STUDENT OUTCOMES

1. Interpret a dictionary entry: phonetic respelling and definition(s). (4,5,6)
2. Use a pronunciation key and diacritical markings to pronounce unknown words. (4,5,6)
3. Determine if a word can be defined by the use of context clues or if a dictionary must be used. (4,5,6)
4. Use a card catalog. (4,5,6)
5. Identify and use the parts of a book. (4,5,6)
6. Use an atlas to locate information. (4,5,6)
7. Use an almanac to locate information. (4,5,6)
8. Utilize alphabetical order to locate information in reference material. (4,5,6)
9. Locate specific information by skimming and scanning. (4,5,6)
10. Interpret information on charts, graphs, tables, and diagrams. (4,5,6)
11. Use maps, globes, and atlases. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Reading AREA: Study Skills (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				12. Apply skills of note-taking, outlining, and summarizing. (4,5,6)
				13. Use guide words to locate information in reference materials. (4,5,6)
				14. Use the appropriate source to obtain information on goods, services, and day-to-day events. (4,5,6)
				15. Use the encyclopedia to locate information. (4,5,6)
				16. Use cross-referencing to locate sources of information. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Reading AREA: Appreciation

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5			Students will develop an appreciation for reading.	1. Explain the meanings of descriptive words and phrases. (4) 2. Interpret story ideas. (4,5,6) 3. Identify the mood of a selection. (4,5,6) 4. Identify character traits and interpret characters' feelings. (4,5,6) 5. Identify examples of imagery. (4,5,6) 6. Read for enjoyment, without a specific assignment. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Planning/Organizing/Composing

C OF S	STAN	BCT	ORIGINAL SOURCES
4,5			Students will learn to plan, organize, and compose when writing.
6			Students will demonstrate proficiency in planning, organizing, and composing.
		II-1	Group similar words.
		II-2	Group similar ideas.
		III-1	Arrange sentences into a logically organized paragraph.
		IV-1	Write a paragraph about one topic.
		V-1	Include in a written message or request all necessary information (who, what, when, where, why).
		VI-1	Complete simple forms such as order blanks or forms requesting name, address, telephone number, date, and place of birth.

STUDENT OUTCOMES

1. Write compound sentences. (4,5,6)
2. Write complex sentences. (5,6)
3. Use connectives in writing sentences. (4,5,6)
4. Plan, organize, and write a paragraph.
    a. Limit a paragraph to one main idea.
    b. Use a topic sentence.
    c. Use at least three supporting statements for the topic sentence.
    d. Write a concluding statement.
    e. Use appropriate formal/informal language. (4,5,6)
5. Write multiparagraph compositions. (5,6)
6. Narrow a general subject to select a specific topic. (4,5,6)
7. Use logical order to arrange information. (4,5,6)
8. Write a narrative with a beginning, a middle, and an end. (4,5,6)
9. Identify the parts of a narrative: setting, characters, and plot. (4,5,6)
10. Construct a topic outline. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Planning/Organizing/Composing (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				11. Compose a friendly letter and address the envelope. (4,5,6)
				12. Compose a business letter and address the envelope. (4,5,6)
				13. Compose a thank-you note. (4,5,6)
				14. Use colorful language to describe people, things, and places in writing. (4,5,6)
				15. Write conversational dialogue. (5,6)
				16. Write for the purpose of supplying information, including who, what, where, when, why, and how when relevant. (4,5,6)
				17. Use techniques such as part/whole relationships, comparison/contrast, and cause/effect in expository writing. (6)
				18. Write persuasive paragraphs. a. State a point of view. b. Give reasons for a point of view. c. Include supporting statements for the reasons. (5,6)
				19. Write a paragraph expressing an opinion. (5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Planning/Organizing/Composing (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				20. Compose articles or editorials. (5,6)
				21. Complete simple forms correctly. (5,6)
				22. Use similies, metaphors, personification, and alliteration in writing. (5,6)
				23. Write clear, concise announcements, labels, notices, directions, and messages. (4,5,6)
				24. Plan, organize, and compose various kinds of poetry. a. Couplet b. Triplet c. Haiku d. Rhymed verse e. Free verse f. Limerick (4,5,6)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5			Students will refine handwriting skills with emphasis on desirable speed and legibility.	1. Copy words, numerals, sentences, and paragraphs correctly. (4,5)
6			Students will apply related skills and knowledge in handwriting.	2. Write legible sentences and short paragraphs from dictation. (4,5,6)
		X-1	Write legibly in manuscript or cursive style.	3. Use standard spacing between letters and words. (4,5,6)
				4. Use standard alignment, letter shape, and slant. (4,5,6)
				5. Write legibly using a pen. (4,5,6)
				6. Write with the speed necessary for the task at hand. (4,5,6)
				7. Observe conventions of writing, including margins and paragraph indentions. (4,5,6)
				8. Make a neat final copy after proofreading. (4,5,6)

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LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Spelling

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5 6			Students will learn basic spelling content skills.	1. Use the correct spelling of homophones in context. (4,5,6)
	4,5		Demonstrate the ability to identify the correct and incorrect spellings of common homophones in context.	2. Identify misspelled words in which the incorrect spelling reflects errors in applying structural principles. (4,5,6)
	4,5		Demonstrate the ability to apply phonetic principles to recognize the correct and incorrect spellings of phonemes within words.	3. Spell most words needed in student writing (to include months of the year, days of the week, and numbers one to one hundred. (4,5,6)
	4,5		Demonstrate the ability to identify misspelled words in which the incorrect spelling reflects errors in applying structural principles.	4. Spell common abbreviations correctly. (4,5,6)
				5. Spell irregular words. (4,5,6)
		VII-1	Identify words frequently used for writing at the end of grade four.	6. Spell compound words. (4,5,6)
		VII-2	Identify correct spelling of months of the year, days of the week, numbers from one to 100.	7. Identify misspelled words in which the incorrect spellings of certain consonant sounds represent common spelling errors. (5,6)
				8. Identify misspelled words in which the incorrect spellings of certain vowel sounds represent common spelling errors. (5,6)
				9. Spell initial, medial, and final consonant sounds. (4,5,6)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				10. Spell words correctly that contain the following: a. Consonant clusters b. Consonant digraphs c. One-letter vowel d. Vowel combinations e. Vowel/consonant/e f. Vowel-r pattern g. Schwa sounds (4,5,6) 11. Spell plurals of nouns. (4,5,6) 12. Add affixes to words correctly. (4,5,6) 13. Add inflectional endings to words correctly. (4,5,6) 14. Use a dictionary or a glossary when needed to check spelling. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Punctuation

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5			Students will use appropriate mechanics in writing.	1. Use periods at the end of declarative and imperative sentences. (4,5,6)
6			Students will demonstrate proficiency in punctuation.	2. Use periods after abbreviations and initials. (4,5,6)
	4,5		Demonstrate the ability to identify correct punctuation, capitalization, and applied grammar in simple sentences.	3. Use periods after letters and numbers in an outline. (4,5,6) 4. Use a question mark at the end of a direct question. (4,5,6)
		VIII -1	Identify the following punctuation marks: question marks, periods, and exclamation marks.	5. Use an exclamation mark at the end of an exclamatory sentence. (4,5,6)
		VIII -2	Identify the comma to separate words in a series.	6. Use commas to separate words in a series. (4,5,6)
		VIII -3	Identify the comma to separate proper names in direct address.	7. Use a comma to separate day of month and year and after the year when dates occur in the middle of a sentence. (4,5,6)
		VIII -4	Identify an apostrophe to show the possession of singular and plural nouns which do not end in s.	8. Use a comma between city and state and after state when city and state occur in the middle of a sentence. (4,5,6)
				9. Use a comma to set off a proper noun in a direct address. (4,5,6)
				10. Use a comma to set off appositives. (4,5,6)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				11. Use a comma to set off parenthetical expressions that interrupt the sentence. (5,6)
				12. Use a comma to separate a direct quotation. (4,5,6)
				13. Use a comma after certain introductory words. (4,5,6)
				14. Use a comma after the salutation in personal letters and after the closing in personal and business letters. (4,5,6)
				15. Use a comma before a conjunction that joins two simple sentences. (5,6)
				16. Use a hyphen at the end of a line to show a divided word. (4,5,6)
				17. Use apostrophes in contractions. (4,5,6)
				18. Use apostrophes in the possessive forms of nouns. (4,5,6)
				19. Use quotation marks around titles of chapters, articles, short stories, and short poems. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Punctuation (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				20. Use quotation marks to indicate dialogue. (4,5,6)
				21. Use quotation marks when quoting directly from a source. (6)
				22. Use a colon after the salutation in a business letter. (4,5,6)
				23. Use a colon to separate the hour from the minute. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Capitalization

C OF S	STAN	BCT	ORIGINAL SOURCES
4			Students will use appropriate mechanics in writing.
5			Students will understand guidelines for using capital letters.
6			Students will demonstrate proficiency in capitalization.
	4,5		Demonstrate the ability to identify correct punctuation, capitalization, and applied grammar in simple sentences.
		IX-1	Identify the capitalizing of:
		2,3	1. Abbreviations commonly used for proper nouns,
		3	2. Appropriate words in titles, and
			3. All proper nouns.

STUDENT OUTCOMES

1. Capitalize the first word in a sentence. (4,5,6)
2. Capitalize the pronoun I. (4,5,6)
3. Capitalize proper nouns and titles. (4,5,6)
4. Capitalize abbreviations commonly used for proper nouns. (4,5,6)
5. Capitalize words of family relationship when they are used as names and not preceded by a possessive pronoun. (4,5,6)
6. Capitalize titles of books, magazines, newspapers, articles, stories, and poems. (Capitalize the first word and all others except articles, conjunctions, and prepositions of fewer than five letters.) (4,5,6)
7. Capitalize geographical names, including states, cities, counties, countries, continents, bodies of water, and islands. (4,5,6)
8. Capitalize the names of specific buildings. (4,5,6)
9. Capitalize the names of languages. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Capitalization (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				10. Capitalize the names of months, days, and special days or holidays. (4,5,6)
				11. Capitalize the names of specific organizations. (4,5,6)
				12. Capitalize the initials in names of persons. (4,5,6)
				13. Capitalize the first letter in dialogue quotations. (4,5,6)
				14. Capitalize the first word of each topic and subtopic when developing an outline. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Usage and Grammar

C OF S	STAN	BCT	ORIGINAL SOURCES
4,5			Students will learn appropriate usage and grammar.
6			Students will demonstrate proficiency in usage and grammar.
	4,5		Demonstrate the ability to identify correct punctuation, capitalization, and applied grammar in simple sentences.
	4,5		Demonstrate the ability to identify complete sentences, sentence fragments, and run-on sentences.
		I-1	Identify the correct forms of verbs (singular, plural).
		I-2	Substitute pronouns for nouns.
		I-3	Observe pronoun-antecedent agreement.
		I-4	Identify the correct form of regular/irregular verbs.
		I-5	Observe subject-verb agreement.

STUDENT OUTCOMES

1. Distinguish complete sentences from sentence fragments. (4,5,6)
2. Identify run-on sentences. (4,5,6)
3. Recognize the four types of sentences: declarative, interrogative, exclamatory, and imperative. (4,5,6)
4. Transform sentence fragments and run-on sentences into complete sentences. (4,5,6)
5. Use the articles a, an, and the appropriately. (4,5,6)
6. Identify the parts of speech in sentences. (4,5,6)
7. Identify singular and plural forms. (4,5,6)
8. Substitute selected pronouns for nouns. (4,5,6)
9. Observe pronoun-antecedent agreement. (4,5,6)
10. Write sentences in which the subject and verb agree in tense. (4,5,6)
11. Identify verbs as action, linking, and helping. (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Usage and Grammar (Continued)

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
				12. Identify present, past, and future tenses of verbs. (4,5,6)
				13. Identify the correct forms of irregular verbs. (4,5,6)
				14. Identify compound predicates in sentences. (4,5,6)
				15. Distinguish between main and subordinate clauses. (6)
				16. Use adjectives correctly. (4,5,6)
				17. Use adverbs correctly. (5,6)
				18. Identify prepositional phrases. (4,5,6)
				19. Identify direct objects in sentences. (4,5,6)
				20. Identify and use interjections. (6)
				21. Recognize correct word order: a. Subject--verb b. Subject--verb--object c. Subject--verb--object--phrase (4,5,6)

LANGUAGE ARTS: Grades 4-6 STRAND: Writing AREA: Proofreading/Editing

C OF S	STAN	BCT	ORIGINAL SOURCES	STUDENT OUTCOMES
4,5			Students will learn to proof and edit their own work and work of others.	1. Identify errors in the following: a. Spelling b. Subject-verb agreement c. Agreement of pronoun and antecedent d. Misplaced modifiers e. Shifts in verb tense f. Sentence fragments g. Run-on sentences h. Punctuation i. Capitalization (4,5,6) 2. Separate long sentences by deleting and. (4,5,6) 3. Adjust length and structure of sentences. (4,5,6) 4. Substitute pronouns for nouns if appropriate. (4,5,6) 5. Replace excessively used words with synonyms. (4,5,6) 6. Add details or sentences to clarify meanings. (4,5,6) 7. Delete sentences that do not add to the development of the topic. (4,5,6) 8. Use paragraph indentation when needed. (4,5,6)
6			Students will demonstrate proficiency in proofreading and editing.	
		XI-1	Correct errors in a paragraph.	